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COMMUNITY COLLEGE CAMPUSES AND SEXUAL MINORITIES: THE EXPERIENCE OF LGBTQ STUDENTS AT COMMUNITY COLLEGES

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COMMUNITY COLLEGE CAMPUSES AND SEXUAL MINORITIES: THE
EXPERIENCE OF LGBTQ STUDENTS AT COMMUNITY COLLEGES

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DISSERTATION

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A dissertation submitted in partial fulfillment of the
requirements for the degree of Doctor of Philosophy in the
College of Education
at the University of Kentucky

By
Baron Guy Wolf

Lexington, KY

Co-Directors: Dr. Kelly Bradley, Professor of Quantitative Methods
And Dr. Neal Hutchens, Professor of Higher Education

2018

Lexington, KY

ABSTRACT OF DISSERTATION

COMMUNITY COLLEGE CAMPUSES AND SEXUAL MINORITIES: THE
EXPERIENCE OF LGBTQ STUDENTS AT COMMUNITY COLLEGES

The purpose of this study was to examine national survey data from across the United States for respondents from two-year community colleges. Historically little empirical evidence exists in the literature about this population of students who identity as sexual minorities. The study begins with a historical overview of the LGBTQ rights movement. This provides a baseline for why studies including this invisible minority group are important and especially timely for two-year college campuses. Literature is barrowed from four-year college and university studies. Data were analyzed using the Rasch Partial Credit model. This analysis included testing for data-fit to the model, evaluation of items which did not fit the model, item mapping, differential functioning based on sexual identity, and standard descriptive statistics. The aim of this analysis was to determine if harassment, discrimination, and violence on campus towards sexual minority students occur and attempt to assess the prevalence of such activities. Results indicate that there doesn't exist differences in responses between male and female participants. However, differences exist related to campus perceptions for sexual minority students and their non-minority (heterosexual) peers.

Baron G. Wolf

November 26, 2018

COMMUNITY COLLEGE CAMPUSES AND SEXUAL MINORITIES: THE
EXPERIENCE OF LGBTQ STUDENTS AT COMMUNITY COLLEGES

By

Baron Guy Wolf

Kelly D. Bradley, Ph.D.
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November 26, 2018

I would like to dedicate this work to the invisible minorities that attend our colleges and universities across the United States. Your brave perseverance to live as your authentic self inspires researchers like me to make things better. Together we can make change. Be brave. Be strong. Always know that it can and will get better. I would also like to dedicate this work to my late mother Connie Elizabeth Wolf. It wasn't until after her passing that I realized that her tough personality, strict discipline, and overt inquisitiveness was a genuine attempt to make sure that all people she encountered in her life were treated equal and with the respect they deserve. It may not have always appeared that way, but her consistent attempt to play fair and provide for those in need inspires me to be the best person I can—that includes fighting for those who are hurting, discriminated against, and harassed just for being themselves.

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This journey was not one that I took alone on my own. I would like to acknowledge those who have helped make this possible. First, my committee co-chairs, Dr. Kelly Bradley, University of Kentucky and Dr. Neal Hutchens, University of Mississippi. Together they kept me on track, gave me encouragement to keep going and finish. Their expertise, continued support, and encouragement were invaluable in this process. From my coursework to my research, they inspired me to think about new ideas and new methods for examining this critically important topic for two-year colleges. I would like to especially acknowledge Dr. Hutchens commitment to remain on my committee after accepting a faculty position at another institution. His continued support is very much appreciated. I would also like to acknowledge the work of other committee members. Thank you to Drs. Kenneth Tyler, Jeffrey Bieber, and Jayson Richardson from the University of Kentucky for your commitment in this process and asking me the tough questions to make me do better work.

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I would like to thank Dr. Sue Rankin, Rankin & Associates Consulting, for her support and willingness to share the 2010 dataset that is the basis of this research. Dr. Rankin understands how difficult it is to collect data on populations within the LGBTQ community, and I applaud her work and effort to making progress in higher education.

Lastly, I would like to acknowledge the patience, caring, and support from my partner in crime, my life partner, my husband David. You were patient during my coursework, eating at home alone, endured numerous evenings and weekends alone as I locked myself in my office to read and write. Your constant encouragement and support allowed me to take this time to complete and feel a true sense of accomplishment. The road has been long, and I look forward to the many years ahead.

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CHAPTER I
INTRODUCTION

Society and the way we live as a community is an evolving experiment in the fight for equality, safety, and of course living up to our own potential within our communities. One step forward towards equality, progress, and inclusive policy decisions is often suddenly stopped by taking two steps backwards because of revolving political influences, religious arguments, and continued lack of understanding. At one moment an individual may be surrounded by acceptance, openness, and a true sense of belonging and just minutes later they may feel alone, afraid, and unwelcomed based on the changing landscape of our political and social environments. Life experiences are as unique as our own as our fingerprints. Yet, I find a continued shared experience between what I understand in my life as an openly gay man and those living around me as closeted gay, lesbian, bisexual, or transgender individuals. This shared experience is not much different from those of other minority groups such as racial and ethnic minorities that remain outside of a standard normative environment and must navigate their environment in an effort to feel safe and secure in order to prosper. This chapter will serve as an introduction to the historical movement for equal rights for sexual minority individuals. In this context, sexual minority refers to individuals who identify outside of the normative heterosexual culture. Sexual minorities refer to lesbian, gay, bisexual, and transgender individuals. While many definitions exist and individuals may identify in different ways, this study will examine these individuals as a distinct group that often suffer from the same societal issues, although their prevalence among certain individuals may be different (Rankin, 2005). This introduction will set the stage for a critical examination of community college campus environments for sexual minority students as they navigate through their campus experience and interpersonal relationships among peers and college faculty, staff, and institutional policy. This study will examine research literature and data that will provide connections to the community college student experience that will help to better understand the pervasive real and/or perceived notions of inequality within academic institutions—in this case, the community college student experience.

According to Cramer (2002), in his book titled *Addressing Homophobia and Heterosexism on College Campuses* there are numerous descriptions and acronyms that researchers use to describe lesbian and gay individuals. Some include gay, lesbian, bisexual, and transgender individuals. Others also include those who identify as queer, or questioning. Queer referring directly to the individual's sexual orientation without regard to their gender identify and questioning referring to those individuals who are exploring their sexual orientation or who have confused feelings toward which sex they have attraction toward. For this study, and for the cited literature, it will be assumed that we are addressing those individuals that identify themselves as being outside of what is traditionally considered heterosexual. The terms sexual minority and LGBTQ will be used to refer to those individuals that identify as non-heterosexual. The "Q" in this context may refer to individuals that identify as queer, or in a larger context refer to individuals that are "questioning" their sexual and/or gender identity. They have yet to define their sexual orientation as either heterosexual or non-heterosexual and therefore struggle and often have a more difficult time fitting in and feeling secure in various environments.

For the LGBTQ individual, navigating daily life, whether or not the individual is open about their sexual orientation is a difficult task that is filled with emotion, fear, and uncertainty. Navigating the social landscape of their lives can create an incredible amount of anxiety, fear, and often contributes to a sense of worthlessness because of their need to remain hidden and thus rejecting themselves as a whole person. This is especially true when LGBTQ individuals are in particular settings or social gatherings. Sexual minorities must constantly assess their environment and the individuals they meet in an effort to feel safe, accepted, and present themselves in a way that will be accepted with the cultural and socials norms of the environment and space they find themselves. Harassment, negative stereotypes, and pervasive violence towards LGBTQ people and even those who are perceived to be LGBTQ, affect millions of young people each year and has become a national public health issue (Juvonen & Gross, 2008; Meyer, Ouelleette, Haile, & McFarlane, 2011). A study found that social isolation, discrimination, and stigma based on one's sexual orientation had a significantly negative impact on the individual's health and mental wellbeing (Bruce, Harper, & Bauermeister, 2015)

College campuses are not immune from this type of harassment for sexual minority students. Issues facing sexual minorities and different forms of intolerance are increasingly becoming subjects of discussions on college campuses (D'Augelli, 1992). LGBTQ students on college campuses face various types of harassment in the form of homophobic language, and often are subjected to threats and physical attack by peers, roommates, and even discrimination from faculty, staff, and institutional policy (D'Augelli, 1991; Rankin, Weber, Blumenfeld, & Frazer, 2010). Studies have found that, even in college, sexual minority students have a chronic fear of being victimized in their own classrooms (Brown University, 1989; Breaking the Silence, 1993; Norris, 1992; Rankin et al., 2010; Meyer, et al., 2011; Woodford, Han, Craig, Lim & Matney, 2014). However, clear evidence to the extent of victimization on college campuses is limited. Likewise, little research has been focused on how hostile environments impact student outcomes for sexual minority students (Kosciw, Palmer, Kull, & Greytak, 2013). Silva, Chu, Monahan, and Jointer (2015) found that even having the burden of concealing ones sexual identity puts the individual at a higher risk for health disparities and poor educational outcomes. Additionally, these same challenges combined with pervasive victimization are known to disproportionally impact sexual minority students compared to their heterosexual peers, even on college campuses with inclusive policies or LGBTQ-welcoming spaces (Rankin et al., 2010; Woodford et al., 2014).

Purpose of Study

The campus experience for minority students has been widely studied on four-year college and university campuses across the country for both racial/ethnic minorities (Cabrera, Nora, Terenzini, Pascarella, & Hagedorn, 1999; Hurtado & Carter, 1997; Milem, 2001) and sexual minority populations (Birkett, Espelage, & Koenig, 2009; Brown, Clarke, Gortmaker, & Robinson-Keilig, 2004; Coulter, et al., 2016; D'Augelli, 1992; Evans, 2002; Kosciw, et al., 2013; Longerbeam, Inkelas, Johnson, & Lee, 2007; Poynter & Washington, 2005; Rankin, 2005; Woodford & Kulick, 2015; Yost & Gilmore, 2011). Many of these studies examine the prevalence of discrimination, harassment, violence, and health outcomes for sexual minority students. However, little research has been devoted specifically related to the community college campus experiences for these same students. Citing Baker (1991), Ivory (2005) suggests that

there are fewer than six articles regarding LGBTQ students on community college campuses. As a result, Leider (1999) advises that "the extent to which this student population exist on community college campuses can only be surmised" (1999, p. 1). However, Ivory (2005) cites three studies (Franklin, 1998; Leider, 2000; Rankin, 2003) that argue that antigay hate crimes, harassment, and hate speech do in fact occur on community college campuses. In some cases, the issues for LGBTQ students on community college campuses are far more widespread than once thought (Ivory, 2005). Baker (1991) and Garvey, Taylor, and Rankin (2014) agree that there is little empirical research that examine the experience of LGBTQ students on community college campuses. The purpose of this study is to build upon the work that has been done at four-year institutions and examine the prevalence of discrimination, harassment, and violence for community college LGBTQ students. These students are attending primarily non-residential academic institutions for workforce training and general education. The prevalence of minority stress for LGBTQ students in the community college setting is just as important to study as on four-year college and university campuses. This is critically important because little is known about the overall experiences for sexual minority students on community college campuses. Additionally, according to the American Association of Community Colleges (2016), nearly half of all undergraduate students in the U.S. attend a community college. Although community colleges play a significant role in current higher education enrollment, only nine percent of community colleges have worked to improve campus equality for sexual minority students (Taylor, 2015). In fact, not one community college was listed on Campus Pride's 2014 list of the 50 best LGBTQ-Friendly colleges and universities (Campus Pride, 2014). According to Rankin et al. (2010) academic and social success for LGBTQ students is significantly dependent on a healthy and affirming campus experience. Therefore it is prudent that we explore data related to this population of students on these campuses to measure their experiences in an effort to provide improved support for student academic, social, and mental health.

Anecdotally, we suspect that students coming from various backgrounds onto a community college campus may be impacted by some of the same issues that their four-year college peers' experience. This seems reasonable, and recent studies (Garvey, et al.,

2014; Taylor, 2015) have added to the literature related to inclusive culture and policy for sexual minorities that specifically focus on the community college setting. However, empirical evidence and research that explores student experiences on such campuses is lacking.

Research Questions

This study will attempt to provide answers to the following research questions using the Rasch measurement model:

1. Does discrimination, harassment, or violence towards LGBTQ students exist as a pervasive social stress on community college campuses within the United States?

2. What is the prevalence of violence, discrimination, and harassment toward sexual minority students on two-year community college campuses?

Using Rasch measurement allows researchers to explore and examine both person responses and the difficulty of items. The Rasch model is an iterative process that may lead to additional or different research questions being answered based on the initial analysis of items and person responses. This adds to the breath of analysis and provides additional context for practice and future research.

Assumptions

It is difficult to analyze interpersonal experiences for a group of individuals and be able to attribute those findings to the larger population. While individuals often have shared experiences; their individual traits, backgrounds, and environments can often create a complexity of issues. For example, one individual may have a more supportive family structure and be able to navigate their environments with ease, while another individual may lack a supportive family or may even have a very toxic and violent one. As a result, they must learn to adapt to their environment or may have barriers to overcome before feeling comfortable in their environment. For this study it is assumed that the respondents to the national survey of campus climate have the shared experience of identifying as a sexual minority individual on a college campus. I assume that the issues they face are similar and as a result they provide honest and reliable responses to survey questions. The intersectionality of identities of an individual is also critical in this study. It is acknowledged that individual survey respondents come from various socioeconomic classes, racial and ethnic backgrounds, generational differences, and

sexual orientations or gender expression, which all impact their experiences, opinions, and personal identity development in different ways. Additionally, it is assumed that the term sexual minority and LGBTQ refer to those individuals who identify as non-heterosexual. There are a variety of definitions for sexual and gender identities and for this study I will assume that respondents understand the general assumption of heterosexual versus non-heterosexual orientation.

Definition of Terms

To provide clarity and uniformity it is necessary to offer clear definitions of common terms that will be used throughout this study. The following list of terms will be used throughout the remaining chapters and represent how particular concepts and terms will be used throughout. Not all terms have a significant role, but are worth mentioning here. Definitions are based on literature in the field and how they will be used in this current study:

Bullying or Bullies – A repeated aggressive behavior(s) conducted by a peer or group of peers toward one or several targets of a select demographic group. The behavior is characterized by the intentionality of the 'bully' to do harm and create an imbalance of power between the victim and aggressor based on sexual orientation (Olweus, 1999). Bullying may also occur based on other aspects of an individual's identity such as race or religion. For this study we will only examine this behavior based on sexual identity.

Campus Climate – Current attitudes, behaviors, and standards held by faculty, staff, and students concerning the access for, inclusion of, and level of respect for individuals and group needs, abilities and potential (Rank et. al., 2010).

Community College vs. Two-Year College – The community college was formed as a means to provide more access to higher education and reduce the burden of traditional 4-year colleges and universities by providing the first two-years of college (Kane & Rouse, 1999). This type of institution is defined as "any institution accredited to award the associate's in arts or science as its highest degree" (Cohen & Brawer, 1982, pp. 5-6). This definition includes both degree granting community colleges and technical colleges. In this study, the terms "community college" and "two-year college" are used interchangeable.

Discrimination – Prejudicial actions directed toward an individual based on your sexual identity, gender identity, or gender expression. Discrimination can also occur based on other individual characteristics like religion, race, ethnicity, and so forth.

Environment – The daily interactions and experiences an individual has during a day on a university/college campus. This may include interactions with peers, faculty, course content, and institutional policy that affect daily social interactions of individuals or groups of individuals.

Harassment – Exclusionary, intimidating, offensive and/or hostile conduct that has interfered with an individual's ability to independently work and live among others.

Heterosexism – The assumption of superiority of heterosexuality and with no regard to the life experiences and challenges of LGBTQ individuals. Also presumes that all individuals should be or are heterosexual.

Heterosexual or Heterosexuality – An individual who self-identifies as being attracted to the opposite sex.

Homophobia – the fear, hatred and/or intolerance of sharing space with individuals who are gay, lesbian, bisexual, or transgender (Weinberg, 1972). This includes the fear, hatred, or misunderstanding of individuals who are outside of a heteronormative description of sexual orientation.

Internalized homophobia – Sexual minority individuals form negative social and community sentiments toward LGBTQ individuals—the same community of which they also belong (Yarhouse, Stratton, Dean & Brooke, 2009). Internalized homophobia often results in self-loathing, depression, low self-esteem, and can often cause suicide or dangerous behavior.

LGBTQ – An individual or often refers to a group or community of individuals that identify as being lesbian (women who are sexually attracted to other women), gay (men who are sexually attracted to other men), bisexual (individuals who are attracted to both the same and opposite sex), transgender (individuals who are born biologically one determined sex but who identify with the other sex), and queer (individuals that self-identify by removing "gender" from their sexual identity. "Q" can also relate to individuals who have not yet defined their sexual identity but are "questioning" their identity and do not fit in one specific category.

Sexual Identity – The American Psychological Association defines sexual orientation or identity as "an enduring emotional, romantic, sexual, or affectional attraction toward others" (2010). Sexual identity can also refer to an individual's sense of belonging based on these attractions and membership in a like community of individuals who have the same self-identification and attraction. Sexuality in the context of this study will be more narrowly defined as two categories: heterosexual and homosexual (lesbian, gay, bisexual, transgender, and queer).

Sexual Minority – For this study a sexual minority is defined as any individual who self-identifies or is perceived to identify outside of the dominant heterosexuality (Smith, Shin, & Officer, 2012). Examples include individuals who identify as being a gay male, lesbian female, transgender, bisexual, pansexual, and/or queer. The use of sexual minority is often used in an attempt to avoid socially constructed gender associations and provide more inclusive language to describe those outside of heteronormative definitions.

Organization of the Study

In an effort to examine the campus environment and conceptualize the experience of sexual minority students it is important to first gain a greater appreciation of the battle for equality in the larger context of our society and communities. This chapter presented a brief introduction to the issues facing sexual minority students in higher education and the need for empirical research in the community college context. The chapter also described three basic research questions, assumptions, and definition of terms.

The following chapter will provide an overview of the history for LGBTQ rights, the movement for gay liberation and will provide a context for the decades old fight for equality, justice, and anti-discrimination towards sexual minority individuals. The chapter includes a review of the existing literature related to the issues LGBTQ individuals face, their experiences in various settings, the politics at play, the community college context, and finally the struggles of the sexual minority student. The review of literature is followed by Chapter Three, a discussion of the methods used in this study.

CHAPTER II
REVIEW OF LITERATURE

Chapter two of this study will examine the limited literature available specifically related to the campus experience for LGBTQ students attending community college. This chapter will examine the issue discrimination towards sexual minorities in a historical and political context in order to form a basis for the study of this population on college campuses. Through the literature this chapter will explore various models for assessing the campus environment and interactions between community college students, faculty, and staff—which are usually non-residential campuses and will borrow and adapt theory and practice from four-year college campus studies in an effort to explore community college data collected in a 2010 national study of LGBTQ students.

History in the Making: The Gay Rights Movement

It is important to fully understand the historical narrative of the LGBTQ experience and how the history of equality has spaced current tensions and discrimination in the United States. This section will examine the historical perspective of the gay and lesbian movement for equality and will attempt to align the historical context to the campus experience within higher education as it exists today. It is important to examine the LGBTQ equal rights movement as a fluid process that has taken more than a half-century to build and one that continues to be a battle in the twenty-first century.

While early work in the fight for gay and lesbian rights date back to 1924 and the 1940's, in the United States the movement did not take shape until 1950 with the formation of the Mattachine Society (Marcus, 2002). Prior to the 1950's, and especially immediately after World War II, most if not all, psychiatrists and medical doctors believed that being gay, lesbian, or bisexual was a treatable mental illness (Marcus, 2002). While this time in our history was seeing the formation of the gay rights movement, the discriminatory environment and social stigma remained. Little to no research was conducted in an effort to disprove previous notions of mental illness until 1973 when the American Psychiatric Association removed homosexuality from their classification of mental disorders (Spitzer, 1981).

Seeking rights for gay and lesbian equality began as grassroots efforts with secret meetings in Los Angeles (Marcus, 2002). Many historians believe that the gay rights

movement began as a result of the end of World War II and the Cold War because of the institutionalized discrimination gay and lesbian American's faced from the military and government employment hiring practices during this time (Marcus, 2002). Institutionalized homophobia, like racism, has emerged over time to oppress a particular group of people that are different from the social and cultural norm. As a result, even LGBTQ individuals learn to internalize their sexual orientation as a negative aspect of their life based on the normative social constructs on their environment. Institutionalized homophobia has created social acceptance for discrimination, isolation, inequality, and policies against LGBTQ individuals in our workplaces, schools, and communities.

It is this pervasive discrimination and injustice that resulted in a combined effort to bring likeminded people together to promote fair and equal treatment for all people (Marcus, 2002). Historians also give credit to the increased acceptance within society to openly talk about sexuality and sexual behavior after the release of the Kinsey reports on male and female sexual behavior in 1948 and again in 1953 (Marcus, 2002). Small chapters of the Los Angeles based Mattachine Society began to take form in cities all across the United States which ended up spreading the cause for equal rights and protections under the law for LGBTQ people (Marcus, 2002). This movement across the country provided a backbone for gay and lesbian people to know that they were not alone and that things could be done to better ensure safety and security within their communities.

By the 1960s membership in the LGBTQ associations had grown, however LGBTQ people saw little change in societal opinion or changes in legal protections than that of the 1950s and earlier (Marcus, 2002). The environment that LGBTQ people faced on a daily basis remained one of discrimination, harassment, and bigotry. It was also during this time that many LGBTQ people feared going public about their sexual orientation, and as a result, participation in the gay rights organizations slowed (Marcus, 2002). However, by the mid-1960s a group of veteran activists and a new generation of supporters began to go public about the unfair treatment of homosexuals. Historians have identified that merely talking about homosexuality was a step in the right direction (Marcus, 2002). It was during this time that the fight for public policy and equality in government began to become the forefront of public discussions throughout the country.

The movement for LGBTQ equality barrowed strategies from the civil rights movement and public demonstrations and protests related to sexual orientation and equality began to take place (Marcus, 2002).

By 1968 the fight for gay rights had grown to include over 50 gay and lesbian activist associations across the country. However, police violence and raids on gay establishments continued. A major turning point in the fight for gay rights occurred in 1968 with the riot at Stonewall Inn, in New York City (Marcus, 2002). Known today as *Stonewall,* the police raid on Stonewall Inn, a gay establishment in a predominately LGBTQ community of New York City, caused two days of riots by community members. The Stonewall riots re-energized the movement and have since been known as the time of "gay liberation" as new LGBTQ rights organizations formed across the country and existing groups intensified their efforts (Marcus, 2002). It was not until 1973 however, when the gay liberation movement found true success when the American Psychiatric Association took steps to remove homosexuality off the list of mental disorders (Marcus, 2002). From that moment LGBTQ people were no longer labeled as "sick" (Marcus, 2002, p. 122).

Between 1973 and 1981 LGBTQ people saw increased improvement in the fight for equality through improved public policy and public perception. During this time sexual orientation was added to some anti-discrimination laws, government employment policy changed, and police raids became a fear of the past (Marcus, 2002). However, the progress took a drastic turn by 1981 with the stigma of the AIDS epidemic. The movement turned its attention to the fight against a disease that was considered to be a disease for only gay people. However, by the 1990s cities from across the country had developed laws that protected the rights of LGBTQ people, and even allowed for civil unions (Marcus, 2002). The fight to stop the spread of AIDS united the front for LGBTQ equality and thus became institutionalized as a fabric of the gay rights movement which increased the number of organizations that supported the civil rights of LGBTQ people (Marcus, 2002).

By 1992 the gay rights movement was on the national stage and was a central issue of the United States Presidential campaign. Between 1992 and 2001 the rights of gay and lesbian people took a more visible seat within the mainstream culture and

political process which was rewarded with new laws, protections, and advancements in LGBTQ equality (Marcus, 2002). It was also during this time when young adults began to take action and a new generation of supporters, both gay and straight allies, began to express interest in equality for all people which has continued to be a foundation of public policy and activism today.

It was in 2003 when a U.S. Supreme Court decision became widely known as the "*Brown v. Board of Education"* case of the LGBTQ equality movement that would ignite and energize the movement (Reinheimer, 2008). In *Lawrence v. Texas* (2003) the court struck down the Texas state sodomy law. This law was considered the Texas "homosexuality conduct" law because it criminalized sexual intimacy of same-sex couples, but did not do so for the identical behavior by heterosexual couples (Leonard, 2004). Justice Kennedy, writing the opinion of the court said "Liberty presumes an autonomy of self that includes freedom of thought, belief, expression, and certain intimate conduct" (*Lawrence v. Texas*, 2003). It was this case, based on violating the Due Process and Equal Protection Clauses of the fourteenth amendment that overturned *Bowers v. Hardwick* from 1986. In *Bowers v. Hardwick* (1986), the U.S. Supreme Court had upheld the Georgia state sodomy laws. *Lawrence v. Texas* (2003) was an important decision for the LGBTQ rights movement – overturning a ruling that seventeen years earlier had improperly criminalized a group of people based on consensual adult behavior – as the the Supreme Court extended existing civil rights protections to sexual minorities related to government intrusion and criminalization based on same-sex sexual activity (Reinheimer, 2008).

Even after a robust ten plus years of continued progress for equality including landmark legal decisions and increasing visibility among popular culture, discrimination and homophobia still exists within the American culture. During the 2004 election cycle public policy in many states took a drastic shift. Policy concerns began to move away from protecting civil rights to a more proactive approach at protecting religious liberties (Barton, 2012). At least twelve individual states passed anti-gay ballot measures that protected religious freedom while at the same time creating a hostile environment for sexual minorities (Barton, 2012). These measures included anti-marriage equality amendments to their state constitutions. The increase in homophobic images in the media,

from political ads, television programming, and words or actions from sport stars perpetuate homophobia and have continued to worsen over recent year (Barton, 2012; Signorile, 2015).

There has however been some progress related to anti-discrimination laws and continued public concern for the safety of sexual minorities. In 2009, the U.S. Congress passed the Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act (2009). This law was passed in an effort to create stricter penalties for those who cause bodily injury based on an individual's actual or perceived race, color, religion, national origin or that the crime was actually committed because of someone's actual or perceived religion, national origin, gender, sexual orientation, gender identity or disability. This hate crime legislation allows for additional criminal charges to be filed for crimes that are already punishable by other existing law (Trout, 2015). The law was formed based on criminal actions against Matthew Shepard in 1998, in which Shepard was beaten and left to die while tied to a fence post in Laramie, Wyoming. The Matthew Shepard case gained nationwide attention and illustrated the very real existing and threat of violence towards sexual minority individuals. The law aims to prosecute hate crimes with stiffer penalties for three distinct reasons. First, because the defendant acted out of motivation of hatred, bias, or prejudice. Secondly, the hate crimes typically target more than a single individual; they target a community, and finally, other existing criminal legislation has been proven to be ineffective at reducing the number of hate-related crimes against minority communities—whether sexual minorities or racial and ethnic minorities (Trout, 2015).

One of the more recent and probably most profound protections for sexuality minorities is marriage equality. In 2015, the U.S. Supreme Court heard the *Obergefell v. Hodges* (2015) case that sought to challenge four separate state constitutions based on how these states defined marriage. Michigan, Kentucky, Ohio, and Tennessee were all challenged for their state definition of marriage being a union between one-man and one-women. The petitioners won the case and the U.S. Supreme Court ruled in favor of marriage equality for all 50 states. It was now legal across the United States for same-sex couples to legally marry. Justice Kennedy once again delivered the opinion of the court and said "*The Constitution promises liberty to all within its reach, a liberty that includes*

certain specific rights that allow persons, within a lawful realm, to define and express their identity. The petitioners in these cases seek to find that liberty by marrying someone of the same sex and having their marriages deemed lawful on the same terms and conditions as marriages between persons of the opposite sex" (*Obergefell v. Hodges*, 2015).

Although, American society has embraced some aspects of equality for sexual minorities, such as marriage equality through a ruling by the U.S. Supreme Court, it remains a "dangerous" time for LGBTQ individuals because discrimination and violence have become more blatant (Signorile, 2015). For instance, according to the National Coalition of Anti-violence Programs (NCAVP), discrimination and violence in New York City towards sexual minorities has increased by twenty-seven percent between 2013 and 2014 (Ahmen & Jindasurat, 2015). More recently, NCAVP released figures that indicate in August 2017 alone, they have recorded the highest number of anti-LGBTQ homicides in their twenty-years of tracking this data (Waters & Yacka-Bible, 2017). The project estimates that in the first eight months of 2017 there was almost one anti-LGBTQ homicide each week in the United States (Waters & Yacka-Bible, 2017).

Similar to discrimination in politics in the state- and national-level legislative agendas, institutional and public policy often creates bias and discrimination towards sexual minority individuals. For instance, the Federal Drug Administration still refuses to modify policy dating as far back as the 1980s that restricts the use of blood, tissue, and organ donations to save lives from donors who identify as "men who have sex with men" based out of fear and stigma related to the AIDS epidemic (Cray, 2012; Signorile, 2015 p. 4). There remains a pervasive systematic bias against sexual minorities in the United States which becomes pervasive within our society when public policy lacks protections for these individuals (Taylor, 2015). For example, employers in many areas of the country are permitted to legally fire workers based on their actual or perceived sexual orientation or gender identity, without regard to how such identity may or may not impact their work and performance (Taylor, 2015). Policies like these perpetuate stigma and negative health outcomes for sexual minority individuals (Hatzenbuehler, 2010; Pew Research Center, 2013). Unfortunately, political culture and a variety of other societal norms have a way of impacting a multitude of environments and space within our culture.

When individuals in power, such as politicians, the clergy, Hollywood stars, and journalists use their positions to develop policies and laws that discriminate or even spread hateful opinions or inaccurate information, they in return create a culture that remains "justified" in their discrimination. This spills over into various social environments like college campuses (Sanlo, Rankin, & Schoenberg, 2012). College campuses are micro-communities within the larger community they reside, and the environment on campus may be similar—but often times can harbor discrimination, violence, and lack of services for sexual minorities due to lack of education, policy, and programs to foster belonging across campus (Sanlo et al., 2012).

While the fight for equality of sexual minorities has had a long and encouraging history of success, the problems associated with discrimination, misinformation, homophobia and unfair protections under the law is still evolving. Even today in our current political environment, LGBTQ individuals are fighting to keep the civil liberties they have won as part of our American tradition. The fight continues much like the fight for racial and gender equality in the workplace, schools and housing—two steps forward and three steps backward. For instance, even after the U.S. Supreme Court upheld marriage equality for same-sex couples in 2015, making marriage their constitutional right, citizens are still fighting for that equal right. In September of 2015, the Rowan County, Kentucky county clerk refused to issue a marriage license to a same-sex couple living in the county (Blinder & Perez-Pena, 2015). The clerk defied the U.S. Supreme Court's June 2015 decision by stating her refusal to issue the license was under "God's authority" (Blinder & Perez-Pena, 2015). Several days later the county clerk was jailed for her refusal to issue the marriage licenses, which helped catapult national and world-wide attention (Wong, 2017). After several legal cases, the taxpayers of Kentucky have been left with the bill of an estimated $220,000 (Wong, 2017). It is still too early to tell whether the sitting county clerk will be re-elected in the 2018 election.

Political Movement

Another way to view gay history, the gay rights movement and where we are today is to examine the political context of the movement and the associated gains that have been made over time related to public policy. Historian John D'Emilio does just that in his book *Making Trouble: Essays on Gay History, Politics, and the University*. While,

D'Emilio's text covers the highlights of the gay rights movement in the United States starting in the 1950s all the way to the twentieth century, his argument is much more political in nature. The book aims to provide a framework for understanding the movement before the riots of Stonewall in an effort to explore sexuality in terms of a historical perspective rather than a social construct.

D'Emilio's take on the historical movement of the gay rights era is much different from that of Marcus (2002). For instance, while the book explores the historical events, including the rise of gay rights organizations, D'Emilio argues that capitalism through Marxist theory has created an environment that produced the gay and lesbian identity. Further, D'Emilio believes that gay men and women have not always existed as a part of our society. Rather, "they are a product of history, and have come into existence in a specific historical era. Their emergence is associated with the relations of capitalism…" (D'Emilio, 1992, p. 5).

More specifically, D'Emilio asserts that the ideology of free-labor found in the construct of capitalism has allowed individuals to identify as being gay and through capitalism our culture has continued to develop from the conservative to the sexual. D'Emilio believes that the free-labor system and the ability to have both earning power and spending power have transformed traditional notions of the nuclear family, and more or less has created a pathway to the notion of a sexually diverse population. An additional outcome of capitalism that has led to an expanded view of homosexuality is the separation of sexuality from that of procreation. That is to mean that as capitalism influences history, the need for sexual desire to be linked to reproduction becomes less important thus motivating homosexual desires and interests. D'Emilio's arguments and framework for the historical development of sexuality is complex in nature and goes beyond the strict historical narrative of individual experiences.

D'Emilio does, however, provide a historical link between sexuality and the movement within the subculture of the college and university experience. By 1973, informal meetings of academic staff were taking place on college campuses, not in an effort to create protests, but rather to plan and create gay-focused dialogue and courses on their respective campuses (D'Emilio, 1992). The mission of the Gay Academic Union was not only to further the cause of homosexuality, but to also support women's rights

and the feminist movement. To D'Emilio, the history of gay and lesbian academics and students on college and university campuses was as young if not younger in historical perspective than that of the full gay rights movement. While, D'Emilio admits that the gay movement on college campuses has come a long way in terms of student and faculty perceptions and behaviors, scholarship, and curriculum, there still remains a very political and oppressive nature within the academic community. Even in most recent times, the history of LGBTQ students and faculty on college campuses remains young. Otherwise, a majority of college and university campuses would have increased student groups, support services, and academic programs for LGBTQ students and faculty.

In fact, college campuses have been fighting and struggling for an increased presence of safe spaces for sexual minorities on campus. In 1997, at public institutions, sexual minority students had to fight for the right to form student organizations that received funding from the institution—the use of public funds to sponsor LGBTQ related student groups and organizations. In *Gay Lesbian Bisexual Alliance (GLBA) v. Pryor* (1997) the plaintiffs challenged Alabama state law that prohibited the use of public funds directly or indirectly to any group that "fosters or promotes a lifestyle or actions prohibited by the sodomy and sexual misconduct laws…" (*GLBA v. Pryor*, 1997). The University of South Alabama refused to allow the GLBA to use university provided banking to support their activities while at the same time allowing over 100 other student groups banking options and public funds to support their activities. In the case, a Federal judge ruled in favor of GLBA by declaring the Alabama law to be unconstitutional and that the law and institution were violating the student's guarantees of free speech and association (Dunlap, 1996). Additionally, the ruling went further to suggest that the State Legislature was attempting to limit sexuality on campuses by only promoting heterosexual ideals on campus (Dunlap, 1996).

The fight for finding a place or establishing an active, institutionally recognized organization on campus for sexual minority students is not unique to public institutions. Private institutions, and especially religious colleges and universities often refuse to recognize or provide funds to establish LGBTQ related groups on campus. As recent as August 2017, Samford University, a private Alabama Baptist institution refused to recognize and fund a student group named Samford Together that was formed by

students to foster learning and dialogue for the LGBTQ community on campus (Bauer-Wolf, 2017). Although the student group, led by Samford alumni, earned the support of current students and faculty, the university president blocked a vote by the Board of Trustees to officially fund the group. At the same time, other conservative-leaning student groups like the Young Americans for Freedom were previously approved by the Board of Trustees (Bauer-Wolf, 2017). Leaders of Samford Together believe that this refusal to formally recognize the organization as an institutionally supported student group creates discrimination against the LGBTQ population on and around campus (Bauer-Wolf, 2017). While Samford has not officially recognized the LGBTQ-centered group, the institution has returned about three million dollars in funding from the Alabama Baptist State Convention (Bauer-Wolf, 2017). The convention took notice of the LGBTQ group request and advocated against the institution from officially recognizing the group.

A 2009 study found that of the sexual minority students attending religiously affiliated universities, were more likely to report feelings of shame, guilt, and fear about their friends and family finding out about their sexual orientation (Yarhouse, Stratton, Dean & Brooke, 2009). In addition, the study suggests that attending a non-LGBTQ affirming religious institution is associated with increased levels of *internalized homophobia,* meaning individuals are more likely to form negative social and community sentiments toward LGBTQ individuals—the same community of which they also belong (Yarhouse, Stratton, Dean & Brooke, 2009). In a follow-up study, Stratton, Dean, Yarhouse, and Lastoria (2013) found that sexual minority students attending a non-LGBTQ affirming religious institution were seventy-nine percent likely to identify on campus as heterosexual even though they admit on the survey as having same-sex attractions. This "may be associated with the influence of the campus culture, religious convictions, or personal choice, but it may also reflect a distinctive of those seeking to develop an identity that engages both the religious and the sexual" (Stratton et al., p. 19). In addition to fears of campus culture, institutional policy can also discriminate against sexual minority students. Wolff and Himes (2010) found that at some institutions students may receive academic probation, mandatory psychological counseling, on-campus restrictions, suspension, and dismissal for engaging in same-sex behaviors

(holding hands, kissing, or other forms of sexual expression). It is often these fears that prevent students from allowing themselves to participate in class dialogue, campus activities, and maintain healthy relationships on and off campus.

D'Emilio believes that colleges and universities can solve much of their discrimination towards LGBTQ populations through policy change and modification in the political framework of the institution. Diversity and equal access have long been central to the mission of the university and as a result a university experience that expresses value of diversity through sound policies and practices will contribute positively to the growing history of the gay rights movement (D'Emilio, 1992). Having space on campus for sexual minority students, faculty, and staff through recognized groups is important to help foster (1) open dialogue and learning for both the LGBTQ community and other members of the campus community, (2) foster diversity and inclusion by providing a welcoming campus climate, and (3) to provide a safe space for reporting incidence of discrimination, violence, and harassment on campus (Sanlo, Rankin, & Schoenberg, 2012). But sometimes, the most important and most impactful outcome of having LGBTQ groups on campus is having visibility and an active presence on within the campus community (Bauder, 1998). For many sexual minority students, this change in history hasn't come fast enough. Harassment, discrimination, and lack of resources often still remain on college campuses for many LGBTQ student, staff, and faculty. Often groups are not formed and safe spaces are not purposefully designated until after an incident of discrimination or violence involving student(s) has already occurred (Sanlo, Rankin, & Schoenberg, 2012).

Bullies & Victimization

Research has determined that there are small groups of students that are considered to be "bullies"—meaning that they bully and harass peers on a regular, daily or weekly basis, however we also know that there is a larger number of students that bully, while less frequently, their attacks are just as dangerous and difficult to manage (Olweus, 1993; Rigby, 2005; Rigby, 2002; Smith & Sharp, 1994). A study conducted by Rivers (2004) suggests that victims of bullying are at a much higher risk of posttraumatic stress, depression, as well as increased reckless sexual behavior. Surprisingly, in the same study, Rivers found that those individuals who suffer from posttraumatic stress were

more accepting of their sexual orientation (i.e., out at school, happy with their life, etc.) than others who were not.

Rivers (2004) points out that the struggles for LGBTQ students to accept their own sexual identity is in itself a major issue for teens and young adults. In fact, Rivers (2004) has determined that adolescents who are in the process of self-acceptance of their sexual orientation often exhibit higher levels of self-loathing, depression, and feelings of worthlessness. The combination of personal emotional issues with one's identity and the impact of bullying, harassment, and unacceptance by peers can directly cause various mental health issues, including suicide for LGBTQ young adults (Buhrich & Loke, 1988; Gonsiorek, 1988; Hershberger & D'Augelli, 1995; Otis and Skinner, 1996; Pilkington & D'Augelli, 1995; Remafedi, Farrow, & Deisher, 1991; Remafedi, French, Story, Resnick, & Blum, 1998; Rothblum, 1990; Shaffer, Fisher, Hicks, Parides & Gould, 1995).

A study conducted in 2008 found that boys who identified as being "gay" either through perceived or actual self-identification suffered from greater psychological distress, greater verbal and physical bullying, and more negative perceptions of their school experience than boys who were bullied for other reasons [than sexual orientation]" (Swearer, Turner, Givens & Pollack, 2008 p. 160). According to the Human Rights Watch, in 2001 there were approximately two million students in the United States dealing with issues related to sexual orientation (Human Rights Watch, 2001). Even more alarming, Rivers, Duncan, and Besag (2007) as cited in Swearer et al. (2008) found that more than 1.6 million students are in fact bullied based on sexual orientation whether or not the student had identified their sexual orientation openly. Harassment like this and violence towards sexual minorities is pervasive with devastating consequences for LGBTQ young adults (Kosciw, et al., 2013). Sexual minority individuals who are subjected to harassment, violence, or bullying have a greater risk of negative health outcomes, depression, and negative academic outcomes (Collier, van Beusekom, Bos, & Sandford, 2013; Kosciw et al., 2013). All of which can greatly impact the psychosocial health and physical well-being well into adulthood for LGBTQ students (Andersen, Zou, & Blosnich, 2015).

When we examine campus data relating to LGBTQ students we find that these students have a far more difficult time in daily school life than their heterosexual peers.

According to the Human Rights Watch LGBTQ students are three times as likely to be assaulted, threatened, and injured as their heterosexual peers. Likewise, they are four times as likely to skip class and exhibit unsafe feelings while on school property (Human Rights Watch, 2001). Additional research confirms this. Friedman, Koeske, Silvestre, Korr, and Sites (2006) found that individuals who self-identify as LGBTQ are more likely to attempt suicide than their peers on college campuses. Friedman acknowledges that little is understood as to why LGBTQ young people have greater social, emotional, and suicidal thoughts; however there seems to be a correlation between gender-nonconforming behavior and victimization through bullying, harassment behavior, and unaccepting environments—in this case, their campus experience.

A longitudinal campus climate study conducted by the Gay Lesbian Straight Education Network (GLSEN) in 2010 found that little change has occurred related to the safety and prevalence of LGBTQ victimization on campuses. This study by GLSEN confirms much of the research related to bullying and harassment because of sexual orientation. The 2009 survey found that almost nine out of ten LGBTQ students are harassed and bullied on campus and two-thirds feel unsafe because of their sexual orientation (GLSEN, 2010). The National School Climate survey did find that between 1999 and 2003 there has been a significant drop in the amount of homophobic remarks heard on campuses, although between 2005 and 2009 there was no decline in the reporting of homophobic remarks (GLSEN, 2010). The recorded experiences LGBTQ students related to physical and other forms of bullying, harassment, and discrimination has remained the same (GLSEN, 2010). Table 1 lists several key findings from the 2009 National School Climate Survey. Most alarming is the rate of prevalence of each of the measures on the climate survey. Over seventy-two percent of respondents frequently or often heard homophobic speech on campus and over eighty-four percent of respondents actually experienced verbal harassment based on their actual or perceived sexual orientation.

Table 1.1

Key Findings From the National School Climate Survey, 2009

Frequently or often heard homophobic remarks at school	72.4%
Skipped class because of feeling unsafe	29.1%
Based on Sexual Orientation	**%**
Experienced verbal harassment	84.6%
Experienced physical harassment	40.1%
Experienced physical assault	18.8%
Students who feel unsafe at school	61.1%
Based on Gender Expression	**%**
Experienced verbal harassment	63.7%
Experienced physical harassment	27.2%
Experienced physical assault	12.5%

Source: GLSEN (2010)

Results from pervasive harassment and unaccepting environments often include students remaining closeted about their sexual orientation (Rankin, 2003); having higher levels of stress and health disparities compared to their peers (Andersen, et al., 2015; Meyer et al. 2011); and even when young adults are not confronted with direct homophobic victimization, the individual is more likely to experience increased anxiety, depression, and isolation among their peers (Andersen, et al., 2015 ; Birkett, et al., 2009; Collier, et al., 2013; Kosciw et al., 2013).

These striking results of victimization are only just the beginning as we explore the experiences of sexual minority students on college and university campuses. We will explore these ideas in later sections of this literature review, but first it is important to also provide a context for the politics related to LGBTQ equality in the United States and how those political ideas have shaped modern society and remain a critical part of the American political discourse through policy, funding, and access to equal rights within our society today. The following section provides a brief overview of the political movement of LGBTQ equality.

Educational Experiences – Implications for Change

The historical and political implications of the gay rights movement mentioned above fail to provide specific contextual arguments related to the complex nature of

campus climate studies and their relationship to the larger social structure of society. The university campus, whether residential or a commuter campus often maintains a drastically different political, social, and cultural environment than its surrounding community. As an example, the campus experience at large universities for LGBTQ students and faculty may be much different than the social and inclusiveness of the surrounding city and community. Anecdotal evidence seems to suggest that large campuses can often have different social normal and institutional bias based on the diverse group of individuals that make up the study body, faculty and staff. The city or community around the institution may be accepting and foster equal rights for all citizens based on fairness policies and leadership. However, the attitudes of some students and faculty at the University within the community may be drastically different related to the rights of LGBTQ individuals—this includes a variety of institutional policies and business practices that hinder diverse perspectives. While these views are anecdotal in nature, they often promote institutionalized discrimination in policy formation, campus events, residential communities, campus programming, and even in classroom discussions. The university environment can either help enhance learning, development, life skills, or it can also hinder it, promote discrimination, and isolate certain students (Evans, Nagoshi, Nagoshi, Wheeler, & Henderson, 2017).

D'Emilio (1992) provides a context in which the university has struggled between the historical movement in gay rights and that of political opposition. While I find his argument related to capitalism and the formation of the gay identity to be troublesome, it does however provide a contextual framework for the discussion of sexuality and the increased level of openness within society related to sexual behavior and alternatives to the nuclear family ideology. Similarly, D'Emilio also provides historical underpinnings that help support the cause of LGBTQ students, faculty, and staff within higher education. While the fight for LGBTQ equality began in the 1950s, there remains a great deal of discrimination within our society and our campus environments at present time according to D'Emilio, among others. Based on the typical, heterosexist values and environments of university campuses, the act of creating change is and has been difficult (Sanlo, et al., 2002).

By the beginning of the twenty-first century, school safety had become a major priority for school administrators. Student led violence such as the 1999 Columbine school shooting in Colorado, the Virginia Tech shooting in 2007, and many others have jump-started a movement for improved campus security. However, even with increased measures to protect students and employees from campus violence, students continue to become victims in our schools on a daily basis. School bullying for instance—which has become a national public health issue—affects millions of students each year (Juvonen & Gross, 2008). Even though more time, effort, funding, and attention have been placed on campus safety it is becoming easier for teens and young adults to engage in bullying behavior (Patriot-News, 2010). According to the U.S. Department of Education, nearly one in three school age children in grades six through ten are subjected to bullying or harassment on a weekly basis. The majority of those students being bullied are minority students (lesbian, gay, bisexual, or transgender) that do not fall under one of the federally protected classes based on an individual's race, nationality, gender, or disability (Sacks & Salem, 2009). Harassment, discrimination, and victimization is a pervasive public policy issue for sexual minority students (Kosciw, et al., 2013), and its impact on social interactions, psychosocial wellbeing, health and academic outcomes has been widely documented (Russell & Fish, 2016). Tetreault, Fette, Meidlinger, and Hope (2013) found that pervasive social exclusion, name-calling, and experiencing physical or emotional abuse on campuses negatively impact sexual minority students. In fact, studies have found that many members of the LGBTQ community take a great deal of time and effort monitoring their environments, behaviors, and interactions with others on campus to ensure they hide their sexual identity from others based on fear of discrimination or exclusion (Ellis, 2009; Nelson, 2010; Woodford, Howell, Silverschanz, & Yu, 2012).

Not only are parents, college administrators, and the media taking notice of these tragedies and the increased prevalence of pervasive victimization, current television programing has entered the conversation. The FOX broadcasting company drew attention to the issue by airing several episodes of their popular show "*GLEE*" in which Kurt, the only openly gay student, is bullied by another male student. The show attempts to illustrate both the struggles of Kurt as the victim of physical and verbal victimization

based on his sexual orientation as well as the struggle of the bully who is dealing with his own personal journey to discover his own sexual identity.

In fact, evidence exists that suggest that both victims of bullies and bullies themselves have a greater risk for illness and possible suicide attempts (Srabstein, Berkman, and Pyntikova, 2008). A study conducted with lesbian, gay, and bisexual teens found that forty-two percent attempted suicide because of being bullied based on their sexual orientation (Hershberger & D'Augelli, 1995). A more comprehensive study conducted in the Netherlands found that while homosexuality itself is not a mental disorder, those individuals that identify as homosexual exhibit a greater likelihood of being clinically depressed, having anxiety, having an increased chance of suicidal thoughts and other psychiatric disorders (Sandfort, Graaf, Bijl, & Schnabel, 2001). Experiences of social isolation, discrimination, harassment, and stigma based on one's actual or perceived sexual orientation have a significantly negative impact on an individual's health and mental health (Bruce, et al., 2015; Collier et al., 2013; Russell & Fish, 2016). This can dramatically affect an individual's campus experience and success (Evans et. al., 2017). This is particularly true for sexual minority youth and young adults who are still developing their sexual identities (Almeida, Johnson, Corliss, Molnar, & Azrael, 2009; Hatzenbuehler, 2010). It is important to note that sexual orientation and gender identity does not put sexual minorities at a greater risk of mental health issues, but rather the negative environmental response to the individual's actual or perceived sexual orientation that illicit such stressors (Oswalt & Wyatt, 2011). Research related to minority stress theory (Meyer 1995, 2003) provides a lens or a framework for understanding a variety of mental, physical, and academic disparities for sexual minority individuals. LGBTQ individuals and especially young adults are disproportionately subjected to a variety of pervasive stressors due to their identity which negatively impact their health and well-being (Russell & Fish, 2016). Meyer (2003) argues that these chronic stressors, including victimization, prejudice, and discrimination combined with additional stressors of everyday stressors have a greater impact on sexual minority individuals.

While, the ultimate consequence of victimization may end in suicide, there are many other harmful effects for victims of harassment and discrimination that may appear

less severe but are as equally concerning. Victims consistently report a higher number of absenteeism from school and classes, changing schools in an effort to feel safe, and even avoiding certain places on campus (i.e., bathrooms and cafeterias) out of fear of physical or verbal assault (Collier et. al., 2013; Kosse & Wright, 2005; Kosciw et al., 2013; Seelman, Walls, Hazel, & Wisneski, 2012). Long term effects may include depression, low self-esteem and even post-traumatic stress that can plague victims for the rest of their lives (Collier et al., 2013; Rivers, 2004). Although research suggest that a strong social support system from family and friends can combat the negative effects of bullying (Rothon, Head, Klineberg, & Stansfeld, 2010), evidence also indicates that LGBTQ young people often lack positive social structures and are often bullied by not only their peers but also by family members, teachers, and by the general populace due to societal homophobia (Collier et al., 2013; Twemlow, Fonagy, & Sacco, 2003).

According to Kosse and Wright (2005), although eighty percent of school age children report being bullied, identifying or defining bullying behavior is difficult and many times is thought to be simple teasing or fighting behavior rather than a more pervasive social issue. Bullying behavior can however include a variety of actions ranging from verbal slurs including name calling directed towards an individual, physical aggression or attacks, threatening behavior, intimidation, and even behavior causing individuals to be excluded from various student groups (Sudermann et al., 1996).

Bullying behavior can also go beyond the classroom and campus grounds. Coupled with the technologies of the twenty-first century, students are now learning that electronic media use can be a resource for intimidation and bullying (Mishna, Newman, Daley, & Solomon, 2009). Cyber-bullying, while a relatively new phenomenon is becoming as pervasive as in-person bullying with the same devastating results (Mishna et al., 2009). Bullies may also lack the ability to control their aggressive behavior whether physical or verbal in nature (Coolidge, DenBoer, & Segal, 2004). Because it is difficult to pinpoint what specific behaviors are considered pervasive and repetitive—bullying definitions are largely broad in state-level anti-bullying legislation, which in turn can result in a wide interpretation of the law. Although there are many forms of bullying behavior, researchers studying this public health issue agree that in all cases, bullies exhibit bullying behavior to create an imbalance of power with the full intention to cause

harm to the victim—whether physical, mental, or emotional (Greene, 2006; Olweus, Limber, & Mihalic, 1999; Rigby, 2002;).

The Community College Experience

Community college campuses are not excluded from this type of harassment for LGBTQ students. In fact, issues facing sexual minorities and different forms of intolerance are relevant issues on a variety of college campuses (D'Augelli, 1992). LGBTQ students on college campuses face not only various types of harassment in the form of homophobic language, but often times are subjected to threats and even physical attack by peers, roommates, and even discrimination from college faculty and staff (D'Augelli, 1991). Brown (1989), University of Minnesota (1993), and Norris (1992) are studies that found that even in college, LGBTQ students have a chronic fear of being victimized in the classroom. More recent studies confirm the pervasive nature of LGBTQ student victimization on college campuses that continues to have profound effects on social interactions (Hatzenbuehler, 2010), health outcomes (Collier, et al., 2013) and academic performance (Taylor, 2015).

How LGBTQ students succeed and cope in the community college setting is just as important to study as on four-year college and university campuses, mainly because little is known about the overall campus experience for LGBTQ students on community college campuses. Anecdotally, we suspect that students coming from various backgrounds onto a community college campus may be impacted by some of the same issues that their four-year college peers experience. Taylor (2015) suggests that while there is little data on how many LGBTQ students attend community colleges, they most certainly exist. Community colleges enroll over 45% of all undergraduate students within the United States, as a result sexual minority students have to exist in the two-year college setting (Taylor, 2015).

Citing Baker (1991), Ivory (2005) suggests that there are fewer than six articles regarding LGBTQ students on community college campuses. As a result, Leider (1999) advises that "the extent to which this student population exist on community college campuses can only be surmised" (1999, p. 1). However, Ivory (2005) cites three studies (Franklin, 1998; Leider, 2000; Rankin, 2003) that argue that antigay hate crimes, harassment, and hate speech do in fact occur on community college campuses. In some

cases, the issues for LGBTQ students on community college campuses are far more widespread and once thought (Ivory, 2005). A variety of studies (Garvey, et al., 2014; Leider, 2012; Zamani-Gallaher & Choudhuri, 2011) have illustrated the need for further study of LGBTQ students in the community college context and that the vast majority of empirical evidence is focused on 4-year college experiences.

For a vast majority of students, attending college is the first step in both the discovery of their own identity and the first time to exhibit their own personal self-expression. This is the case for many LGBTQ students. College is the first time in which they are free to explore and discover their sexual orientation and assess what such identity means for them (D'Augelli, 1992; Sloane, 1993). The intersectionality of identities among college students is also important. The theoretical concept of intersectionality acknowledges the multiple identities of individuals and concludes that an individual's experiences are not isolated without regard to the interconnectedness of other identities (Crenshaw, 1989). In the context of college students, the intersectionality between being a two-year college student and identifying or being perceived as a sexual minority may impact an individual's experiences and their perceptions of their campus environment. Additional discussion about intersectionality is included in future sections of this study, and specifically relate to the community college campus environment.

The campus experience and how the campus environment affects the learning for LGBTQ students is an important issue to study. A positive campus environment, family support, and good self-esteem have all been shown to impact college student success (Farley, 2002; Freeman, Anderman, and Jensen, 2007; and Lau, 2003 as in Edman & Brazil, 2007). A national campus climate study in 2010 showed that although the college campus setting has improved for LGBTQ students—these same students were significantly more likely to experience harassment, derogatory comments, and violence on campus as compared to their heterosexual peers (Rankin et al., 2010). In most of these cases, the LGBTQ students felt this type of harassment and violence was based on their perceived or actual sexual orientation. A positive campus environment that may help reduce such harassment would be one that fosters a true mission of inclusion and has a strong focus on LGBTQ equality as a part of the institutions diversity action plans. Creating a campus that supports LGBTQ students through student programing and

student services—such as a dedicated campus center for LGBTQ students can help create a sense of belonging, security, and sense of self for these students. Although community college campuses enroll the majority of undergraduate students, they have done little to promote diversity related to sexual minority students (Taylor, 2015).

Campus Experience: Exploration across Campus

Because we know that victimization and harassment behavior does not end after secondary education, it is important to the field of higher education and education policy to examine the specific campus experiences of LGBTQ students. An examination of the learning strategies and coping mechanisms for LGBTQ students is just as important as exploring the underlining roots of why bullying behavior, harassment, and violence exist in campus communities. LGBTQ students are often met with violent situations within their environment and thus it is important to understand how their perspectives and daily experiences impact their learning, sense of belonging, and overall identity development. Studies have shown that many LGBTQ students report "fears for their physical safety; frequent occurrences of disparaging remarks or jokes regarding sexual orientation; a high degree of inaccurate information and stereotypes reflected in students and faculty attitudes; and a lack of visible gay role models" to name just a few (Hurtado, Carter, & Kardia, 1998; 58). Aside from physical and potential emotional harm, LGBTQ students are not receiving the same educational opportunities that are afforded to their heterosexual peers (Lee, 2002). The contributions of LGBTQ historical figures have largely been missing from textbooks and the experience of LGBTQ students has not been a central theme in the college classroom as other themes have emerged such as the feminist movement, women's history, or African American history. Likewise, LGBTQ campus leaders, staff, and faculty often times do not come-out publically and thus students do not see images of LGBTQ people as effective leaders and/or role models on their campuses. According to the Kinsey Institute, almost ten percent of an average classroom is made up of students who are gay, lesbian or bisexual (Evans & Wall, 1991). Yet, the text and curriculum are not inclusive to the issues and perspectives of LGBTQ people or historical figures.

Attending college is the first-opportunity for many students to either explore their sexual identity or embrace their identity by identifying as gay or lesbian away from the

pressures of family and friends (D'Augelli, 1992). Even for many community college students, who are usually commuter students and live with family, the community college experience is often the first time that students have the ability to make new friends, explore new ideas, and begins to discover themselves as an individual. However, even in the college setting, these students meet resistance whether from their peers, faculty, and even based on the academic curriculum or campus programing (Renn, 2000). Research conducted by D'Augelli (1992) found that 77% of survey participants had been verbally insulted on campus due to their perceived or actual sexual orientation and thus many students hide their true sexual orientation as a type of coping mechanism. Rankin (2005) argues that the challenges LGBTQ students face can prevent them from both fully participating in campus life and achieving their full academic potential. Rankin also believes that students are not alone; LGBT faculty and staff can also suffer prejudices which limit their ability to support the LGBTQ student community on campus.

Student Struggles

The development of values and emotions is important in our discussion related to LGBTQ students and for other minority groups because research has shown that very happy people with good emotional health maintain healthier relationship, which in turn helps to foster more motivated individuals in the learning process (Ferssizidis et al., 2010). Peters and Swanson (2004) argue that learning in the classroom relies closely on active participation. LGBTQ students and other minority groups often lack the ability to bring up specific issues that relate to their experience because of the fear of ridicule or violence against them from peers and even their instructors. Student survey data from Peters and Swanson (2004) suggests that for optimal learning, online modes of instruction, at least at the college/university level, often times assists LGBTQ students express their view points, feelings, and experiences more freely, more specifically "electronic discussion can excite a more critical pedagogy, offering a context for negotiating conflict that can considerably improve a course…" and as a result promote wider student participation (p. 301).

There are many challenges college students face that can impede their academic success. For heterosexual students these challenges may include peer pressure, family issues, financial issues, and the like. However, for LGBTQ students, the challenges these

students face are much more violent and complex in nature. The challenges LGBTQ students face can often prevent them from succeeding academically and socially within the campus community (Collier et al., 2013; Kosciw et al., 2013; Rankin, 2005; Woodford & Kulick, 2015). A national study on LGBTQ campus environment found that "most faculty (73%), students (74%), administrators (81%), and staff (73%) described their campus experience for LGBTQ people as homophobic" (Rankin, 2005; p. 19). These findings directly relate to the interpersonal relationships and interactions among individuals within the campus community.

Gender and sexual minorities of all races and ethnic backgrounds have existed in schools throughout the history of the United States (Rofes, 1989). Many of which attend school on a daily basis without the support of their teachers or a strong peer-to-peer support group. Lopez and Chism (1993) make it clear that these students are seen as an invisible minority because identifying as LGBTQ is difficult. For many students, to come-out of the closet as gay would induce peer conflicts; teachers are thus ill equipped to be sensitive to the needs of these students. LGBTQ students attend school with constant fear and emotional issues related to isolation, which in turn greatly impacts their overall self-esteem and educational pursuits (Collier et al., 2013; Kosciw et al., 2013; Kosciw, Palmer, & Kull 2014; Rofes, 1989; Taylor, 2015). Existing research related to LGBTQ students indicate that often students do not feel safe disclosing their sexual orientation on campus (Juvonen, Nishina, & Graham, 2000; Eisenberg, Neurmark-Sztainer, & Perry, 2003; Rofes, 1989) and this lack of or feeling of a sense of connection to the campus community can have negative effects on academic performance and psychological health (Anderman 2002; Roeser, Midgley, & Urdan, 1996).

Reluctantly, the issues related to LGBTQ students began to gain attention in the late 1980s, when LGBTQ students began to stand up for themselves and school administrators and the public were forced to realize that gay and lesbian students were both not going away, but also needed increased levels of support (Rofes, 1989). One of the first major movements for LGBTQ students was in 1988 when the Seattle Commission on Children and Youth released twenty-one recommendations which addressed the "special needs" of LGBTQ adolescents (Rofes, 1989). At the same time, a taskforce in Minnesota suggested that teachers and administrators "ensure that students

'see and hear images of gay and lesbian people that are non-prejudicial' as part of a prevention plan focused on gay adolescents" (Rofes, 1989; p 446). Peters and Swanson (2004) argue that because LGBTQ students rarely see or hear gay and lesbian related issues in academic curriculum they lack the ability to effectively assert their own personal experience as a part of their learning processes. Renn (2000) believes that failure to include gay and lesbian content in the curriculum also has a significant impact on non-LGBTQ students. By including this type of content, faculty are better able to create an environment that fosters academic inquiry which contributes to student success and development for all students (Renn, 2000). D'Augelli, Grossman, and Starks (2005) and other researchers (Jordan & Deluty, 1998; Ueno, 2005; Vincke & Van Heeringen, 2002) believe that the ability for students to disclose their sexual orientation and therefore participate equality in class discussion, because of less anxiety and depression, has a positive impact on their academic and psychological health. However, with being out about one's sexual orientation, individuals on campus often experience higher levels of harassment, discrimination, and/or victimization (Kosciw, Greytak, Bartkiewicz, Boesen, & Palmer, 2012).

For many LGBTQ students, school life can take on one of two drastically different forms. For those individuals that can "pass" as being straight or that can become a member of a the sexual majority—their struggle might seem to be less threatening than those LGBTQ students who do not fit sexual or gender norms. However, studies have shown that even by "passing", students have a lower self-esteem and still struggle both socially and academically because of the mental stress and effort that is put into hiding their sexual identity (Rofes, 1989). Countless studies (Rofes, 1989; D'Augelli, 1992; Renn, 2000; Rankin, 2005; Rankin et al., 2010; Kosciw et al., 2014) have suggested that the stress level of LGBTQ students is far greater than their peers based on how they must navigate the campus environment and social settings. Such stress contributes to a poor quality of life and thus spills over into poor academic achievement as we've previously suggested by the work of Rankin (2005); Hurtado et al. (1998); and more recently Kosciw et al. (2014).

For those students who are open about their sexual orientation or who are closeted but are perceived as being LGBTQ, their campus environment consists of more violence

and peer-to-peer societal prejudice (Kosciw et al. 2012; Rofes, 1989; Russell, Franz, Driscoll, 2001; Russell, Seif, Truong, 2001). In a study conducted by D'Augelli (1992), the majority of LGBT respondents felt it was "very important" to disclose their sexual identity to peers and the campus community. However, only 3% of respondents felt safe to do so in their campus community. In fact, the study found that over 57% of respondents "changed their lives to avoid discrimination or harassment based on their" sexual orientation (D'Augelli, 1992, p. 391). This occurs even though we also know that disclosure and feeling a part of a community has positive academic and mental health outcomes (D'Augelli et al. 2005; Jordan & Deluty 1998; Ueno 2005; Vincke & Van Heeringen 2002). Sexual minority students often spend a great deal of time trying to hide their sexual identity out of fears of exclusion, discrimination, and harassment—which creates a negative campus experience (Evans et. al., 2017).

Hurtado et al. (1998) found that LGBTQ students often times will censor themselves in class discussions and even in their individual course work and other academic activities in fear of negative repercussions, not to mentioned removing themselves from social settings that would otherwise assist in healthy social interaction and development. Further studies have also suggested that students monitor their behaviors in order to not be discovered within their classroom environments (Ellis, 2009; Nelson, 2010; Woodford, Howell, Silverschanz, & Yu, 2012). In a campus setting, specifically related to student affairs and residential life, it is important that college and university staff be equipped with the training necessary to assist LGBTQ students as they continue to form their personal identity and begin to disclose their sexual-orientation to others (Evans & Broido, 1999).

Although there is little to no empirical evidence that would suggest that LGBTQ students learn differently than heterosexual students, the victimization of LGBTQ students and how this impacts their involvement, emotions, motivation, and construction of ideas—all of which are a core part of learning theory should be considered (Renn, 2000; Ormond, 2008).

When we examine student learning motivations and learning styles it is important to determine whether different types of people have different learning issues. For instance, for LGBTQ students, we know that there are many factors that influence their

daily lives in the classroom and campus setting. They may deal with violence, teasing, peer pressure, harassment and so forth. However, we also need to examine how students in this invisible minority learn and how their learning and teaching styles impact their success. Lopez and Chism (1993) found that LGBTQ students did not consistently choose one type of learning style over the other. In fact, they were split. Students preferred both positive and negative treatment of sexual identity content in their course work and were very interested in examining more LGBTQ related issues in their coursework (Lopez & Chism, 1993). In the same study, students did not seem to make connections between learning styles and cognitive functioning, whether abstract or concrete or even analytic opposed to holistic orientation for LGBTQ students (Lopez & Chism, 1993). However, students did have a preference for a learning style that dealt more with issues around attitudes and participation. In general, LGBTQ students in the study suggested that because of the unique experience that gay, lesbian, and bisexual students have, there must exist commonalities within learning styles. For instance, students cited that LGBTQ students are often seen as being bright and possessing leadership characteristics; as a result the learning environment must value the process of active participation and increased involvement of LGBTQ students (Lopez & Chism, 1993).

Although it is beyond the scope of this research, it is worth mentioning that the perceived credibility of out-LGBT faculty members is also something that should be examined more closely. According to Russ, Simonds, and Hunt (2002), students hold teachers to a high standard when assessing the credibility of course content. He further points to several studies that have found that minority faculty members are perceived to have less credibility in the classroom. This would be true for instructors who are gay or lesbian. Students completing course evaluation on average will be more critical of gay or lesbian instructors than a heterosexual faculty member (Russ et al., 2002). The students value the teachers' character, competence, and credibility differently for minorities and for non-minority instructors, due in part because of the lack of positive minority role models in the curriculum (Russ et al., 2002).

The Community College Campus

       Community college campuses are often much different than four-year colleges and university campuses. Community college campuses usually lack a residential component and students are enrolled for brief time periods which reduce the amount of campus exposure students have. Therefore, community colleges often lack a true sense of "community" and belonging among students (Ivory, 2005). There are a variety of two-year college models, and some do have residential facilities, but for the most part they are non-residential. A lack of community creates challenges for student affairs professionals and faculty to provide the necessary services LGBTQ students require. Community colleges also have unique challenges based on the type of students they enroll. Community colleges have unique missions that focus on non-traditional student populations such as adult-learners, low-income students, and students with remedial needs. In fact, community colleges in the United States enroll almost 50 percent of all undergraduate students; therefore, more research is needed that focuses on this unique educational institution (Taylor, 2015).

       Just as other research (Rofes, 1989; D'Augelli, 1992; Renn, 2000) has indicated for four-year college students, community college students are entering their institutions at a time when they are already in the process of negotiating their own sexual identity, and thus need specific support services (Leider, 1999). Poynter and Washington (2005) argue that fitting within a community can be difficult when students must negotiate their sexual orientation along with issues related to race and faith. This difficult task in finding community and belonging on a campus is multiplied on community college campuses because of the non-residential and transitory nature of community college students. Boyer (1990), as cited in Poynter and Washington (2005) argues that "a college or university is a just community, a place where the sacredness of each person is honored and where diversity is aggressively pursued" (p. 43). Although many scholars agree that this is or should be the foundation of the academic community, we know through the research already cited that this is often not the case for both four-year institutions and largely absent from non-residential community college campuses. While there may be an aim at promoting diversity among student, faculty, and staff populations—true support services and resources for the LGBTQ community is missing in community colleges.

The intersectionality of student identities, specifically within the two-year college context is an important one to consider. We know that two-year colleges across the United States enroll a large percentage of undergraduate students (Taylor, 2015). Increased access to education through two-year colleges has provided a clear path to access higher education, especially for marginalized individuals (Pascarella, Bohr, Nora & Terenzini, 1995). Two-year colleges have broadened their scope to provide increased level of vocational training, continuing adult education, workforce training, and economic development programing (Kane & Rouse, 1999). Likewise, two-year community colleges tend to have open admission policies that enroll students with low test scores, no high school diploma, and provide affordable access to learning (Kane & Rouse, 1999). Numerous studies have found that sexual minority individuals experience different forms of psychological stress at higher rates as compared to their heterosexual peers (Kulick, Wernick, Woodford, & Renn, 2017). This added stress on sexual minority individuals intersects with their campus environment and identity as two-year college students. Recognition of such intersectionality is important when examining the experiences of this student population as they navigate their campus environment with multiple identities. Some are more visible like racial and ethnic identities, and others less visible such as socioeconomic status, learning ability, social integration and sexual orientation.

Although, community colleges enroll a large amount of undergraduates every year, they only represent about nine percent of the institutions that have an explicit commitment to LGBTQ positive policies and environments (Taylor, 2015). Furthermore, research on sexual minority students attending community college is "practically nonexistent…say that we know virtually nothing about LGBT students on community college campuses" (Leider, 1999 as cited in Ivory, 2005; 62). As a result, most of the empirical data we have to study is based on the 4-year college/university experience (Leider, 2012; Zamani-Gallager & Choudhuri, 2011). LGBTQ centers, which provide specific services to the LGBTQ community, have been sprouting up across the country at four-year college and universities. By 2001, there were 56 LGBTQ centers identified with at least a half-time paid professional staff member (Sanlo et al., 2006). Ivory (2005) points out that by 2005 there was only one LGBT resource centers aimed at supporting

community college students. This center is at the Community College of Denver; however, it is also a shared center with two other four-year institutions. Almost ten years later there were only about one percent of community colleges and five percent of 4-year institutions that had an active and dedicated LGBTQ resource center on their campus (Marine & Nicolazzo, 2014).

Measuring the Campus Experience: The Rasch Model

There are a variety of quantitative and qualitative methods to examine the prevalence of particular experiences or behaviors within a group of individuals. One way to explore the student experience for sexual minorities attending community college is through analysis of survey data. In an effort to examine secondary survey data from a national survey (Rankin et al., 2010) related to campus experiences and perceptions, this current study will focus on the Rasch measurement theory that was first developed by Georg Rasch (1960). The Rasch model has been used in various educational settings to both assess test score validity and analysis of survey instruments and responses. Because of this, the Rasch method is being used more frequently within the field of education in an effort to evaluate and provide critical analysis of important educational issues that other statistical tests cannot address (Boone, Townsend, and Staver, 2010). For instance, research that is conducted using national survey data is often analyzed by looking at the frequency distribution, averages, and *t-tests* (Wolfe, Ray & Harris, 2004). However, this type of analysis lacks the ability to determine true content validity of survey responses in an effort to make positive change or influences on public policy. Additionally, measurement of survey data is difficult using traditional rating scales because respondent self-report responses based on their perceptions and thus are subject to increased bias (Bradley, Peabody, Akers, & Knutson,. 2015). However, with all Rasch models, the information provided in the analysis provides item difficulty scores, person ability, and reliability (Van Zile-Tamsen, 2017).

As an example, Kyriakides, Kaloyirou, and Lindsay (2006) used the Rasch measurement model to effectively evaluate the psychometric properties of the Olweus Bully/Victim questionnaire which provided empirical evidence related to the prevalence of bullying behavior in schools and the policy issues related to the prevalence of bullying victimization. One of the strengths of the Rasch measurement theory is that additional

research questions may arise during the data analysis. Original research questions guide the analysis; however as items and person responses fit or do not fit the model adjustments may be made to accommodate new relative research questions. This creates a robust measurement model that can provide applicable value in both empirical research and practice within the educational setting.

Statistical tests that use Likert scales or raw scores, such as linear regression and factor analysis leave behind bias, because raw scores are in part not linear in nature (Wright, 1997). Wright (1997) also argues that this is the primary reason that social research is often contradicted in future research studies. The makeup of ordinal data that is collected through Likert-scale survey items, which is interval and nonlinear is difficult to evaluate using traditional parametric statistical tests that require linear responses (Boone et al., 2010). Wright, 1997 noted that there is too much ambiguity in the difference between categories and as a result "response counts [or raw scores] cannot form a linear scale" (p.39). Therefore, the use of a Rasch analysis that is specifically modeled to address rating scale responses for reliability and validity is appropriate for Likert-type data (Andrich, 1978; Wright 1997; Green, 1996). Rasch models examine the inverse probability of datasets and test for measurement construction (Perline, Wright & Wainer, 1979; Wright 1997). Testing for measurement construction allows for an analysis process that is iterative. This may lead to additional and different research questions being answered as well as the formation of new survey items for future research and restructuring of survey questionnaires.

The Rasch model is an algebraic model that first assumes that the set of items being measured belong to a single construct (Green, 1996). Based on differences among respondents, items cannot be fully unidimensional, however in this model they are clustered together as if they are. Secondly, we assume that an individual's responses to a single item are not based on responses to other items within the same construct (Green, 1996). The algebraic equation for the Rasch model used in Likert-scale analysis (Andrich, 1978; Wright and Masters, 1982) is:

$$\ln\left(\frac{P_{nij}}{P_{ni(j-1)}}\right) = B_n - D_i - F_j \, ,$$

where P_{nij} is the probability that a survey respondent n encountering i would also be observed in category j. $P_{ni(j-1)}$ is the probability that the observation would be in category $j – 1$; B_n is the "ability" of person n; D_i is the difficulty of item I; and F_j is the point where the categories $j – 1$ and j are equally probable relative to the measure of the item in the survey. This Rasch rating scale model attempts to place each survey response on the same scale in an attempt to make clear comparisons between the two items. As mentioned above, Green (1996) illustrates that this is only achievable if we assume uni-dimensionality of the survey items, even if they are not one-hundred percent unidimensional.

Survey and questionnaire construction can often include items that have different rating scales but are meant to measure the same construct. Items may include typical Likert-scale questions with four response options: *strongly disagree, disagree, agree, and strongly agree*. Additionally, the same survey may include items with only two response options to questions that are meant to measure the same construct. For this type of analysis the Rasch Partial Credit Model (Masters, 1982) is more useful because it allows for items using different scales to be linked. By linking items, even with different rating scales, the Partial Credit Model can measure a latent trait in the same fashion as a traditional rating scale model (Bond and Fox, 2012). Andrich (1988) expanded the work of Rasch (1960) to explore further rating scale models. Andrich's work has been expanded to include the Partial Credit Model developed by Masters (1982). The model includes parameters for person ability, an item difficulty, and two or more threshold parameters (Meyer & Hailey, 2012). Using Linacre (2010) the probability of person n scores in category u can be expressed as,

$$P(U_{ni} = u \mid \mathcal{3}_n) = \frac{\exp \sum_{j=0}^{u_i} \left[\mathcal{3}_n - (\delta_i + \tau_{ji}) \right]}{\sum_{k=0}^{m} \exp \sum_{j=0}^{k} \left[\mathcal{3}_n - (\delta_i + \tau_{ji}) \right]},$$

Where $\mathcal{3}_n$ is the person ability, δ_1 is the item difficulty, and τ_{ji} is the threshold parameter for category j of an item i. The survey data used in this study contains a variety of quantitative and qualitative responses that will be discussed in later chapters and will be

integral to the analysis of community college LGTBQ student experiences on campus. The survey instrument contains a variety of key constructs that will use the Rasch Partial Credit model analysis to analyze varying rating scales for each construct. The survey constructs are summarized in chapter 3 and will be the foundation of our analysis and discussion.

Summary

Van-Wormer & McKinney (2003) believe that when schools fail to take action to help their LGBTQ students, the school itself has contributed to major psychological issues for students, which in turn could cause suicide, drug abuse, and homelessness. Based on the literature we find that it is important to create teaching environments that account for all student types. Evidence based on providing sound pedagogy would suggest that creating a curriculum, class discussions, and campus environment that include student experiences help not only students feel connected to the learning process, but also assist in their overall belonging and formal cognition by creating an environment free of the emotional baggage many students bring into the classroom. Creating an environment that celebrates differences through dialogue and student experience is also beneficial. When students feel that they belong to a community and are a part of the learning process they perform better academically, have better school, peer, and family relationships, and develop strategies to handle their self-esteem issues (Lee, 2002).

Throughout the literature it is clear that the campus environment and the acceptance of sexual minorities are important factors for social, emotional, cognitive, and identity development of college students. The lack of positive gay and lesbian issues in the curriculum creates a barrier for students to feel connected and their sense of belonging in the pursuit for education. The literature would suggest that this is nothing new. We know from the literature that adolescent is the time when people begin to develop their identity and the sense of belonging to a community is just as important to students as is the learning process. LGBTQ students are fighting many invisible battles, both emotional and physical and therefore the inclusion of positive images of the gay and lesbian experience help make sexual minority students cope with emotional and developmental changes.

This analysis of the literature has created a foundation for exploring the campus experiences related to sexual minority students. Based on the presented evidence, it is clear that the campus experience for LGBTQ students, both youth and young adults in college is not one to be ignored. Due to the lack of literature specifically addressing community college campus experiences for LGBTQ students, it is important that future research explore not only the learning development of LGBTQ students, but also assess the impact that gender and sexual identity plays on overall student success (i.e. GPA, persistence into college, graduation, etc.) at the community college level and how the unique mission and environment of such campuses impact the LGBTQ community.

The chapters that follow will describe the purpose of this current study and will discuss the survey instrument design, methods of data analysis, and will set the stage for the study of the community college campus environment and interpersonal experiences of LGBTQ students attending community colleges in the United States and their interpersonal interactions on their campuses.

CHAPTER III
METHODOLOGY

Based on the available literature and data, it is clear that the LGBTQ student population attending two-year community colleges have largely been ignored in research. A wealth of empirical evidence exists concerning the victimization and discrimination of sexual minority students on residential campuses, but little is known about community college campus experiences for these students. Anecdotal evidence exists to suggest that many of the same campus issues that occur on residential four-year campuses also occur at the two-year college level. However, without empirical evidence it is difficult to assess the needs of this population in an effort to provide better support, educational offerings, and intervention. This study will utilize a quantitative dataset of survey responses from a national survey that was conducted across the United States at both four-year and two-year colleges and universities (Rankin et al., 2010). This secondary data is a product of a national study conducted by a team of researchers from the *Q Research Institute for Higher Education*. Permission to use the survey data was granted by the research team and was approved as exempt from full IRB review by the University of Kentucky Institutional Review Board. The survey instrument and original study was previously approved by the Pennsylvania State University Institutional Review Board and the Iowa State University Office for Responsible Research in February 2009. Survey responses and data are housed at the Survey Research Center at the Pennsylvania State University.

Survey responses include students who were enrolled at two-year colleges in order to gain a greater understanding about the type of obstacles these students face on their campuses based on sexual- or gender-identity. In an effort to provide more concrete statistical evidence of the survey validity and reliability of results, this current study will use a Rasch model (Rasch, 1960) measurement analysis in order to provide a high level of construct validity as described in Cronback & Meehl (1955) and in Messick (1989). This will help better understand the student experience on two-year campuses. The Rasch rating scale model (Andrich, 1978) attempts to place each survey response on the same scale in an attempt to make clear comparisons between the people and items. As previously mentioned, Green (1996) illustrates that this is only achievable if we assume uni-dimensionality of the survey items, even if they are not one-hundred percent

unidimensional. The Partial Credit model developed by Masters (1982) will be used for this analysis. The survey data used in this analysis has a variety of quantitative items that will be analyzed using the Rasch model in addition to demographic and qualitative questions that will be used along with standard descriptive statistics to determine how pervasive certain experiences are for sexual minorities on campus. Qualitative responses will not be formally analyzed using qualitative methodology, but will be included in the discussion to provide some context to the results of the Rasch analysis. They are included to be additive in value, but no formal analysis was conducted.

Problem Statement and Purpose of Study

As previously discussed throughout the first and second chapters, the environments in which LGBTQ people interact on a daily basis are often filled with harassment and discrimination that can contribute to a continued lack of self-esteem and healthy relationships which allow individuals to succeed. While the authors of the 2010 national study openly agree that the campus experience has improved for LGBTQ people, the literature still describes campuses as being filled with negative perceptions of LGBTQ people and widespread discrimination (Rankin et. al., 2010; p. 8). Most alarming is that often many incidents of violence or discrimination towards sexual minority students go unreported and, as a result, higher education institutions struggle to completely understand the problem (Taylor, 2015). While the pervasiveness of victimization has been well documented (Newman, Fantus, Woodford, & Rwigema, 2017) along with the negative academic and social outcomes associated with victimization and discrimination (Collier et al., 2013; Kosciw et al., 2013) little is still known about the interpersonal experiences of sexual minority students on two-year, community college campuses (Garvey et al., 2014; Rankin et al., 2010; Taylor, 2015). Rankin et al. (2010) examined over twenty-five studies that explored harassment and intolerance of sexual minorities on college campuses over a span of almost fifteen years. The 2010 national study for LGBT students, faculty, and staff was conducted with the main premise to answer the question: "has the climate [experience] on college and university campuses changed [for LGBT people]" (p. 22).

This current study will examine the survey responses of two-year college students in an effort to do two things. First, calculate the reliability of the survey instrument and

the various measures it attempts to assess, and secondly, examine responses to answer the question: "does the campus experience of two-year exhibit elements of discrimination, harassment, and intolerance of sexual minority individuals and if so, how pervasive is the issue".

Sexual and gender minority students are often met with violent situations within their environment and thus it is important to understand how their perspectives and daily experiences impact their learning, sense of belonging, and overall identity development. Studies have shown that many LGBTQ students report "fears for their physical safety; frequent occurrences of disparaging remarks or jokes regarding sexual orientation; a high degree of inaccurate information and stereotypes reflected in student and faculty attitudes; and a lack of visible gay role models" (Hurtado et al., 1998, p. 58). Rankin et al. (2010) acknowledges that campus communities around the United States have come a long way for more inclusive policies, programing, and educational opportunities for sexual minority students. However, little of this work has been done at the community college level (Taylor, 2015) and even with improved visibility and changes in how we approach our learning environments, pervasive victimization and discrimination still exists (Collier et al., 2013; Kosciw et al., 2013; Newman et. al., 2017). Aside from physical and potential emotional harm, LGBTQ students are not receiving the same educational opportunities that are afforded to their heterosexual peers (Lee, 2002). The contributions of LGBTQ historical figures have largely been missing from texts, and the student experience of LGBTQ students has not been a central theme in the college classroom as compared to the feminist movement, women's history, or African American history. Likewise, LGBTQ campus leaders often do not come-out publically about their own sexual orientation, and thus students do not see images of LGBTQ people as effective leaders and/or role models on their campuses.

Rankin et al. (2010) draws from this and a breadth of other literature to present the case for more empirical studies related to LGBT perceptions of campus climate and the experiences of LGBTQ students, which directly resulted in the national climate study. Drawing on Rankin's previous work, Rankin (2005) argues that the challenges LGBTQ students face can prevent them from both fully participating in campus life and achieving their full academic potential. Rankin also believes that students are not alone; sexual

minority faculty and staff can also suffer prejudices which limit their ability to support the LGBTQ student community. The findings of Rankin (2005) are fundamental to the conceptual framework for the 2010 Rankin et al. study. The 2010 study also aims to provide a pathway for institutional change through the reporting of the experiences of, and providing a voice to, LGBT students, staff, and faculty.

Theoretical Framework

Rankin et al. (2010) has a strong foundation and theoretical framework based on various research studies and literature cited throughout the study. The authors first attempt to provide a context for why campus climate studies are an important tool for improving higher education and the student experience. Through their extensive literature review the authors (a) define what is campus climate, (b) outline the effects campus climate has on personal, educational, and professional success, (c) explore the campus experience by focusing on racial, gender, and sexual identity, (d) considering an outside look related to the gender binary (e.g., the increased prevalence of identity development through breaking gender norms and gender expression such as inter-sexed or transgenderism), (e) evaluate the impact of a negative campus experiences, and (f) examine literature directly related to the influence campus life has on sexual identity development for LGBTQ people within the higher education context.

In general, the 2010 study defines campus climate based on the work of Rankin and Reason (2008), which characterizes campus climate as the "current attitudes, behaviors and standards, and practices of employees and students at an institution" (p. 25). Additionally, the authors use a theoretical model for understanding campus experiences based on a multidimensional framework developed by Hurtado, Milem, Clayton-Penderson, and Allen (1998). This framework establishes an understanding of the campus experience that goes beyond perceptions and attitudes that live on the university campus and attempts to provide a more inclusive examination of experiences that underscore the impact of institutional structure, history, and interactions among diverse populations and also examines both internal and external forces that cultivate campus climate that impact the student experience and interpersonal relationships among peers, faculty, and staff (Milem, Chang, and Antonio, 2005; as cited in Rankin et al., 2010).

Smith (1997) provides a framework for understanding the complexities of diversity. This framework creates a multi-dimensional model for understanding diversity as an interdependent framework that often overlaps and intersects. This model has been refined and expanded by Rankin (2003) and again by Rankin and Reason (2008) as a model that asserts that the campus experience is impacted by: access and retention; research and scholarship; inter- and intra-group relations; curriculum and pedagogy; university policy and practice; and external relationships with government or society at large. Rankin and Reason's (2008) model predicts that these elements are influenced by each other, yet at the same time those authors recognize that these six elements also work independently depending on the needs of the individual and environmental situation. This model provides a useful framework for exploring the campus experience for LGBTQ students and employees because of the intersectionality that exists among many individuals. As an example, the model helps provide links between how we explore the gay male perspective and the differences that may exist for a gay, black male who may have a distinctly different campus experience based on the added racial identity factor. This is in agreement with Rankin and Reason (2005) who hypothesize that "it is likely that members of diverse racial or ethnic groups experience the campus differently based on their group membership and group status on campus" (as cited in Rankin et al., 2010, p. 27).

Sexual minorities are a subpopulation of individuals that exist within all other population groups (Wagaman, 2014). These invisible minorities come from all different backgrounds, including differences in socioeconomic status, race/ethnicity, faith, gender expression, and rural and urban (Magaman, 2014). Although sexual minority individuals come from varying backgrounds, each of them experiences LGBTQ related homophobia and heterosexism on a daily basis (Morrow, 2006). The intersectionality of LGBTQ identity and other characteristics or identities do impact each other (Poynter and Washington, 2005). The development of one identity, such as race or a rural, faith-based identity, can have profound effects on other identities, especially for sexual minorities (Poynter and Washington, 2005). The same is true for the two-year college student identity and their sexual identity. Two-year colleges are diverse communities of underserved students that have a variety of intersecting identities (Garvey, Taylor, &

Rankin, 2015). These intersections of identities directly impact each other—and impact both participation and experiences on college campuses.

There are several studies cited in Rankin et al. (2010) that are central to the study of two-year college campuses. Specifically, the use of Rankin and Reason (2005) and Worthington, Navarro, Loewy, and Hart (2008) as a context for exploring campus experiences of sexual minority students and employees, which are critical to understanding that minority groups experience campus environments much differently than their non-minority peers. Likewise, the multi-dimensional framework developed by Hurtado et al. (1998) helps provide a contextual schema for examining how campus environments are impacted by various aspects of the campus experience (e.g., campus policies, curriculum, pedagogy, and so forth). However, absent from Rankin et al. (2010) is empirical research focused on the student experience on two-year college campuses. This is due in part to the focus of the 2010 study as a national analysis of LGBTQ campus experiences and campus perception covering all sectors of higher education as a whole. It is however, also a result of limited attention and focus on research related to community college campuses that specifically addresses sexual minority students or staff.

While two-year colleges have been known for enrolling diverse and marginalized student populations (Cohen & Brawer, 2008; Griffin & Connor, 1994) they have also failed to address the changing needs of diverse student populations that impact student success and outcomes (Shaw, Rhoads, & Valadez, 1999). Citing Baker (1991), Ivory (2005) suggests that there are fewer than six articles regarding LGBTQ students on community college campuses. In concert with Baker (1991), Leider (1999) advises that "the extent to which this student population exist on community college campuses can only be surmised" (1999, p. 1). However, Ivory (2005) cites three studies (Franklin, 1998; Leider, 2000; Rankin, 2003) that have determined that antigay hate crimes, harassment, and hate speech occur on community college campuses. However, these studies lack the empirical evidence to create a sound conclusion regarding the experiences of LGBTQ students on community college campuses, which in turn makes this study critical.

In the national campus study, Rankin et al. (2010) is interested in providing quantitative and qualitative empirical data related to student and employee perceptions

and experiences in an effort to conclude whether the increase in available research and improved campus inclusion policies around the United States have had an impact on the LGBT campus community. Rankin et al. (2010) is an expansion of the work done by Rankin (2003) and attempts to provide credible data to support institutions in making positive changes that will impact the campus experience and interpersonal relationships for LGBTQ students and employees. The conceptual model used by Rankin et al. (2010) for this analysis was taken from the multi-dimensional framework approach originally established by Smith (1997) which was later modified by Rankin (2003).

Population & Sampling

Data used in this analysis is from a secondary dataset that included a variety of methods to ensure the highest and most reliable response rate possible. Due to the sensitive nature, personal privacy, and stigma related to sexual orientation and identity development, it is often difficult to identify LGBTQ people; therefore, snowball-sampling was chosen as the most reliable and effective sampling method (Rankin et al., 2010). The research team used a "three-contact model". This model first reached out to participants through presentations at national conferences and then used direct mailing to campus centers and student affairs offices, and lastly, the team used social media marketing (Rankin et al., 2010, p. 41). In the end, 5,149 study participants returned completed surveys from across 100 institutions from every Carnegie Basic Classification type and from all 50 states. Of the received responses, 253 (~5%) were from individuals at two-year institutions. Volunteer survey participants were asked to self-report their gender identity and sexual orientation separately to better understand population differences. As a result, the findings can be more generalized and analyzed based on participant demographics depending on the various self-identified groups.

Instrument Design

The original survey instrument used mix-methods in an effort to help support the content validity of the findings as suggested in Denzin (1978) and Maxwell (1996). By integrating varying research methodologies, the researcher is better able to triangulate the results (Rankin et al., 2010). The survey instrument includes both quantitative and qualitative survey items. This approach helps provide a "more realistic picture of the experiences of LGBTQ students, faculty members, and staff" (Rankin et al., 2010, p. 39).

This method seems appropriate for this type of study in order to gain quantifiable data on participant experiences and, it also provides for a more in-depth capture of participant perceptions of the campus environment through their own personal qualitative narrative and experiences.

The data collection process was conducted through an online survey instrument that was first constructed by Rankin (2003) and revised by Rankin et al. (2010). The project proposal, survey instrument, and letters of informed consent were approved by the Pennsylvania State University Office of Research Protections and the Iowa State University Office for Responsible Research. To ensure content validity, the survey instrument was first developed by the principal investigators (Rankin & Blumenfeld) and was then reviewed by subject matter experts from the LGBTQ community and research methodology expert Dr. Patrick Terenzini, all of which provided comments and confirmed the survey had a high level of content validity and accurately captured constructs accordingly.

The final survey instrument included 96 survey items that focused on capturing the respondents' campus experiences, their perceptions of the campus climate, and their perceptions of institutional response on campus. Reliability was tested for the consistency between responses to items on the survey instrument. Correlations between responses were found to be statistically significant for various groups of respondents. Due to this consistency, the results suggest that the survey data and instrument are reliable. Significance for reliability was tested at the $p < .01$ level. Correlation coefficients for the entire survey sample of responses (n=5,149) are provided in Table 3.1 for selected measures as calculated by Rankin et al. (2010).

Table 3.1

Pearson correlations for select measures (n = 5,149; entire survey results)
(taken from Rankin et al., 2010)

			Climate Welcoming for:			
Climate Characteristics	LGBTQ	People with Disabilities	People who are Non-English Speakers	People who are Non-English Speakers	People who are Adult Learners	People from Low-SES
Non-homophobic	.720**					
Non-ablest		.511**				
Positive for people who are Immigrants			.835**			
Positive for people who are international				.761**		
Non-Ageist					.494**	
Non-Classist						.686**

	Departmental Inclusion of LGBTQ
Curriculum Inclusive of Readings about LGBTQ	.364**

** p < .01

The 2010 national research project was conducted by the *Q Research Institute for Higher Education* which is a research initiative of Campus Pride, a national LGBTG non-profit that seeks to create safer and more LGBT-friendly colleges and universities. Campus Pride receives funding and in-kind support from the Gamma Mu Foundation, the American College Personnel Association Foundation, the National Association of Student Personnel Administrators Foundation, the Consortium of Higher Education for LGBT Resource Professionals, and CampusSpeak. Although the 2010 study was funded and conducted by organizations that have a strategic interest in providing evidence to support their individual cause to improve campus policy and inclusion for sexual minorities, the study was based on sound research methodology that attempted to

minimize bias. The study was conducted by a team of leading researchers in the areas of LGBT campus climate and was based on previous literature and theoretical frameworks.

Data Analysis

In this analysis a variety of quantitative items that are integral to the analysis of community college LGTBQ student experiences on campus will be examined. Basic demographic information of survey respondents were collected and will be analyzed through standard descriptive statistics and frequency distribution using SPSS. This will be done in an effort to describe and understand the make-up of the survey population and provide context to correlation between demographics and survey responses. Selected demographic variables include: biological sex, sexual orientation, gender identity, race/ethnicity, religion, and socioeconomic status. Additionally, descriptive statistics will be calculated for survey items to compare mean scores for each response category with the results from the primary analysis using the Rasch model. This will help put the Rasch analysis results into context with survey response frequencies.

The survey instrument contains a variety of key constructs that will be used in a Rasch model analysis using the Partial Credit Model (Masters, 1982). The survey constructs being examined are summarized in Table 3.2 and will be the foundation of the current analysis and discussion. The constructs cover the students' own experience(s) related to comfort on campus, an individual's level of being open about their sexual identity, and perceptions related to experiences of others as it relates to their sexual minority status. In addition, there are survey questions that will address the prevalence of discrimination, harassment, and violence based on respondents rating how often they or someone they know have experienced fear, exclusionary behaviors, or violence based on actual or perceived sexual identity. Qualitative survey items are used to create perspective in Chapter 5. However, no formal analysis on qualitative responses was conducted. The full survey instrument is included in appendix A.

Table 3.2

List of survey constructs and survey items analyzed using the Rasch model and other standard quantitative statistical tests.

Construct	Survey Item
Comfort/Fear on Campus	Comfort of campus environment
	Comfort in your department or unit
	Comfort in your classes
	How often you stayed away from areas of campus where people who are LGBTQ congregate out of fear of being labeled
	How often have you feared your physical safety
	How often have you avoided disclosing your sexual identity to avoid intimidation, harassment, or discrimination
Openness about Sexual Identity	To what level are you "out" to your friends
	To what level are you "out" to your immediate family
	To what level are you "out" to your extended family
	To what level are you "out" professionally on campus
Perceptions of Campus Experience for Sexual Minority Students	Exclusionary behavior, intimidation, hostile learning environment
	Harassment based on sexual identity
	Feelings of safety based on sexual identity
	Overall campus climate for sexual minority students
	Level of homophobia on campus
	Acceptance in class based on sexual identity
	Feelings of value, worth, welfare, and wellbeing
	Support for sexual identity issues/concerns
	Support for gender identity issues/concerns
	Response to harassment and discrimination based on sexual identity

The survey dataset required a small amount of cleaning and recoding. Once specific survey items were identified as being of interest in this analysis, each item was examined in order to ensure the scales (response categories) aligned with Rasch model requirements. In order for the Rasch analysis to align person ability and item difficulty on the same scale, the response categories for each item within a construct must be in the same direction (Wright and Masters, 1982). For example, response categories going from *"very comfortable"* to *"very uncomfortable"* are in a positive to negative direction. Item difficulty is measured as response categories increase with each value. Additionally,

"neutral" and opt out responses such as *"do not apply"* were coded as missing values as recommended by Van Zile-Tamsen (2017). With a sample size of 253 respondents we expect the mean square statistics in the Rasch analysis to remain relatively stable and reliable (Smith, Rush, Fallowfield, Velikova, & Sharpe, 2008). The fit to the Rasch model should not be impacted by sample size for polytomous survey data (Smith et al., 2008). However, Linacre (2014) suggests that for adequate statistical power the sample size for each category include at least 10 respondents. With 253 respondents, each item include sufficient size to complete with analysis.

WINSTEPS (Linacre, 2010) measurement software will be used to calculate summary and model fit statistics. This will also calculate rating scale quality and dimensionality. INFIT and OUTFIT mean square statistics will be assessed to calculate the amount of useful information provided by each item. INFIT and OUTFIT mean square values should fall between the expected range of 0.5 and 1.5 to calculate how accurately the data fit the model (Linacre, 2002; Wright, Linacre, Gustafson, & Martin-Lof, 1994). WINSTEPS (Linacre, 2010) will also be used to apply the Rasch Partial Credit Model (Masters, 1982). By using the partial credit model we can better align multiple survey items with different rating scales on the same linear construct. The Rasch theory (Rasch, 1960) uses logistic latent trait models that examine survey items and people independently and aligns difficulty and ability on the same linear path. When item difficulty and person ability are placed on the same scale we can analyze the data using visual item-person maps. Doing so places items and person-responses on a ruler line separated based on difficulty.

This study will first assess how well survey items measure an individual's campus experience(s) as it relates to their sexual minority status. This is accomplished by examining how well relevant items form a unidimensional construct using the Rasch analysis. Additionally, this study will provide answers to the following research questions:

> 1. Does discrimination, harassment, or violence towards sexual minorities
> exist as a pervasive experience on community college campuses?

2. What is the prevalence of violence, discrimination, and harassment toward sexual minority students on two-year community colleges campuses?

To answer these research questions each of the constructs previously described in Table 3 will be analyzed using survey responses. To determine if discrimination, harassment, and violence are an issue on community college campuses, this analysis will specifically analyze responses to Likert-Scale survey items using the Partial Credit Rasch model (Masters, 1982). To test the research questions, we will examine the following hypothesis: based on literature presented in chapters 1 and 2, we expect to find high scores, or responses for survey items related to an individual's comfort and perception of their campus experience. High scores and responses will indicate that discrimination, harassment, and violence do occur for sexual minority students attending two-year community colleges in the United States. Additionally, questions related to how frequent an incident has occurred will be used to assess how pervasive the problem is on campus, based on their sexual identity. As previously mentioned, the Rasch Partial Credit model allows for an iterative analysis process. Additional research questions may be answered during the analysis and discussion of results. Table 3.3 provides a list of the survey items being used in this analysis.

Table 3.3

Selected survey items organized based on answering research questions.

Research Question	Survey Item

Does discrimination, harassment, and violence exist?	Overall, how comfortable are you with the climate...
	     on your campus?
	     in your department/work unit?
	     in your classes?
	
	 Related to real or perceived sexual identity or gender expression, rank how safe you feel at the following locations
	     residence halls
	     campus counseling services
	     classroom buildings
	     faith-based organizations
	     health center
	     LGBTQ center
	     multicultural organizations
	     student clubs/organizations

Table 3.3 Continued

	Rate (1 - 5) the overall climate on campus on the following dimensions...
	      friendly versus hostile
	      welcoming versus not welcoming
	      positive for people who are LGBTQ versus negative for people who are LGBTQ
	      not homophobic versus homophobic
	 Climate of classes I have taken is accepting of people who are…
	      women who are gay/lesbian/bisexual/Queer
	      men who are gay/bisexual/queer
	
	 Indicate your level of agreement with the following...
	      I think faculty pre-judge my abilities based on my identity
	      I perceive tensions in class discussions regarding LGBTQ issues
	      I believe the campus climate encourages free and open discussion of LGBTQ topics
	      my school's general education requirements include contributions of people who are LGBTQ
	      my dept. curriculum represents the contributions of people who are LGBTQ
	      the College provides adequate resources on LGBTQ issues/concerns
	      the College positively responds to incidents of LGBTQ harassment
	      the College positively responds to incidents of LGBTQ discrimination
	      central administration leadership on my campus visibly supports sexual identity issues and concerns

Prevalence of discrimination, harassment, and violence based on sexual identity	How often have you stayed away from areas of campus where people who are LGBTQ congregate for fear of being labeled?
	
	 Within the past year how often have you...
	      Feared for your physical safety due to your sexual identity
	      avoided disclosing your sexual identity to avoid intimidation
	      avoided disclosing your sexual identity due to fear of negative consequences, harassment, or discrimination

Table 3.3 Continued

	believed that you have been denied College employment, advancement, or fair consideration in salary due to your sexual identity
	Within the past year how often have you observed the following on your campus... men who are not heterosexual harassed due to their sexual identity women who are not heterosexual harassed due to their sexual identity

To assess the prevalence of discrimination, harassment, and/or violence on campus for sexual minority students, questions related to "how often..." will be used in a differential item functioning (DIF) test. DIF analysis was first described as *item bias* by Lord (1980) and has been used to help determine significant differences in survey respondents based on these factors. Questions related to the perception of the campus environment will be used as the construct and questions related to prevalence or how often something occurs will act as the DIF factor. DIF is examined by examining response residuals. For instance, when person n encounters item i, the response of Xni and the expected response is E[Xni], with the model variance being V[Xni] (Lord, 1980). The equation being used can be described by,

$$Z_{ni} = \frac{X_{ni} - E[X_{ni}]}{\sqrt{V[X_{ni}]}}$$

In addition to quantitative survey items, the instrument also collected a variety of qualitative data. The survey used a mix-method approach and included qualitative questions to help explain and/or interpret the findings as described in Creswell (2003). As part of this current study, relevant qualitative items will be coded and synthesized throughout the remaining chapters to help provide better perspective related to the experiences of respondents. The full survey instrument, including the risks, statement of confidentiality, and instructions to respondents is provided in Appendix A.

Summary

In this study we will use Rasch Partial Credit measurement theory to determine student perceptions related to how their campus experience is impacted by their sexual identity in the community college setting. This chapter outlined the methodology; theoretical framework used in the original 2010 study (Rankin et al., 2010) and included details related to the instrumentation, sample population, and variables that will be discussed throughout the remaining chapters. Additionally, this chapter recapped some of the literature previously discussed to provide a clear problem statement and purpose for the study—lack of empirical community college data related to sexual minority students and their experiences on campus. Chapter 4 will focus directly on the specific data analysis and results of the current study.

CHAPTER IV
ANALYSIS AND RESULTS

This chapter presents the results of the Rasch analysis that was completed in order to assess the campus experience of sexual minority students attending two-year community colleges. This analysis of survey data was done to address two main research questions about sexual minority students on two-year college campuses:

1. Does discrimination, harassment, or violence towards sexual minorities exist as a pervasive experience on community college campuses?

2. What is the prevalence of violence, discrimination, and harassment toward sexual minority students on two-year community colleges campuses?

Results include a brief overview of the survey respondent population through descriptive statistics using SPSS software. The results of the Rasch analysis include data-to-model fit statistics and item functioning in ensure that the survey items fit the partial credit Rasch model. This is necessary to ensure that this method is appropriate for the survey dataset and is completed with every Rasch analysis. The results will also include a review of item maps and DIF analysis for the various constructs and survey items.

Survey Respondent Demographics

Data collection for the survey was done using a snowball survey collection method (Rankin et al., 2010). Identifying sexual minority populations is difficult, therefore snowball sampling allowed for individuals to participate and ask others they know to also participate. Of the 5,149 survey participants from across the United States, 253 respondents, or 4.9% of the sample, attended a two-year community college campus. The respondents were split relatively evenly between those who identify as male (41%) and those who identify as female (53%). Just over 6% of the respondents identified as either *transgender* or *other*. Respondents were largely full-time students, 82% compared to 18% part-time.

There is very little racial diversity among respondents. Seventy-three percent identify as Non-Hispanic White, 12% identified as multiracial, 4% African-American, 4% Hispanic, and 6% Asian or Pacific Islander. There was however variety in the way respondents described their sexual identity. Figure 1. provides the distribution of the respondent's self-identified sexual identity among 12 different predefined options. Thirty

percent identified as being *gay*, 19% as *bisexual,* 15% *lesbian*, and 17% as *heterosexual.* All other respondents are spread across a range of identities. Because of the relatively large number of *heterosexual* respondents in the sample (third largest response), this variable will be used in a DIF analysis to examine how this population responds compared to their non-heterosexual peers.

Figure 1.
Number of respondents by their self-identified sexual identity
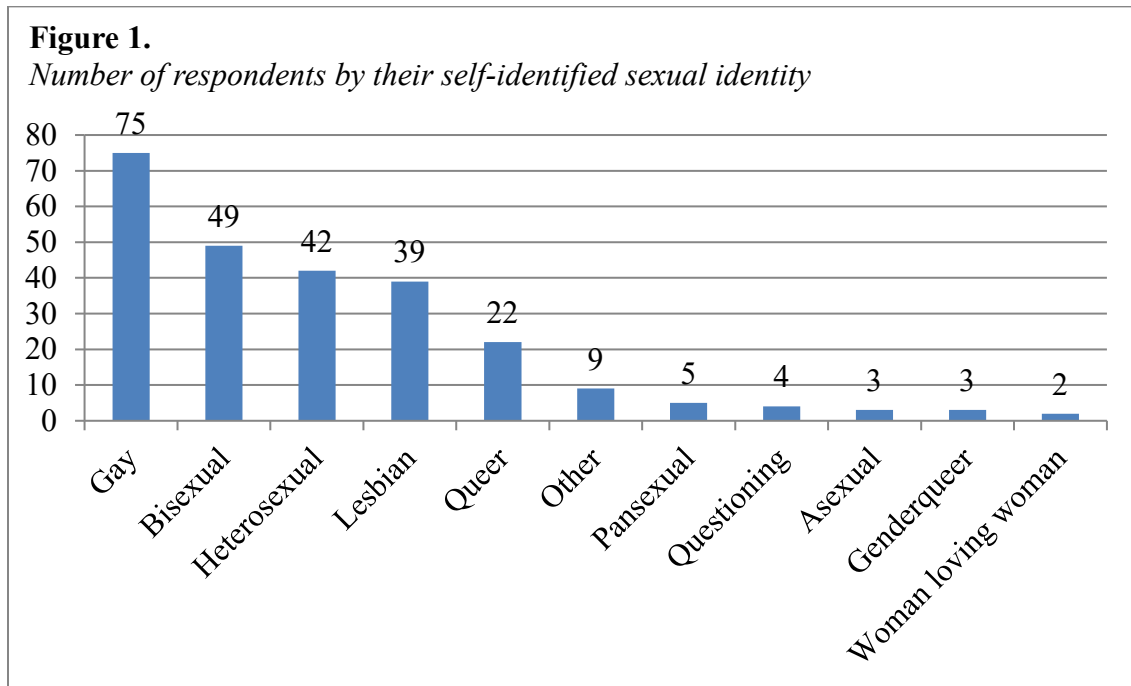
Fit of Data to Model

Summary fit statics, including mean squares for person and items were calculated for each of the three constructs being examined. Statistics include means, standard deviations, separation and reliability estimates. These fit statistics help determine to what extent the data fit the Rasch model. Table 4.1 displays the summary statics for each of the three constructs: comfort/fear on campus, openness about sexual identity, and perceptions about the experiences of sexual minorities on campus. The item infit and outfit mean squares help determined which items fit the Rasch model. As discussed in Chapter 3, the infit and outfit mean squares should range between 0.5 and 1.5 (Linacre, 2002). When values begin to exceed 1.0 they are considered "under-fit" and begin to become unpredictable, items below 1.0 "over-fit" the model and become too predictable and may result in an over assumption that the measures perform better than they really do

(Linacre, 2004). Items that misfit the model suggests that the items are not measuring what the survey instrument or researcher is intending to measure.

Table 4.1

Rasch Summary Statistics

Construct		Measure	Model Error	Infit Mean Square	Outfit Mean Square
Comfort/Fear					
Person					
	Mean	-1.49	0.68	0.83	1.05
	S.D.	1.52	0.27	0.71	1.49
Item					
	Mean	0.00	0.12	1.00	1.05
	S.D.	0.85	0.03	0.29	0.33
Openness					
Person					
	Mean	-0.65	0.64	0.93	0.94
	S.D.	1.25	0.20	0.80	0.99
Item					
	Mean	0.00	0.08	1.00	0.94
	S.D.	0.73	0.01	0.20	0.21
Perceptions					
Person					
	Mean	-1.00	0.40	1.03	1.01
	S.D.	1.12	0.13	0.55	0.80
Item					
	Mean	0.00	0.13	0.99	1.04
	S.D.	0.93	0.04	0.53	0.80

It is also important to look at the fit statistics, in this case the mean square values, for each individual survey item. This allows the researcher to assess which items better fit the model compared to each individual item. Researchers interested in creating better survey measures or more reliable tests, might use this process to determine which items should be removed that either under-fit or over-fit the model. Table 4.2 provides the infit and outfit mean square statistics for each survey item within each of the three constructs.

Table 4.2

Rasch Fit Statistics for Each Survey Item

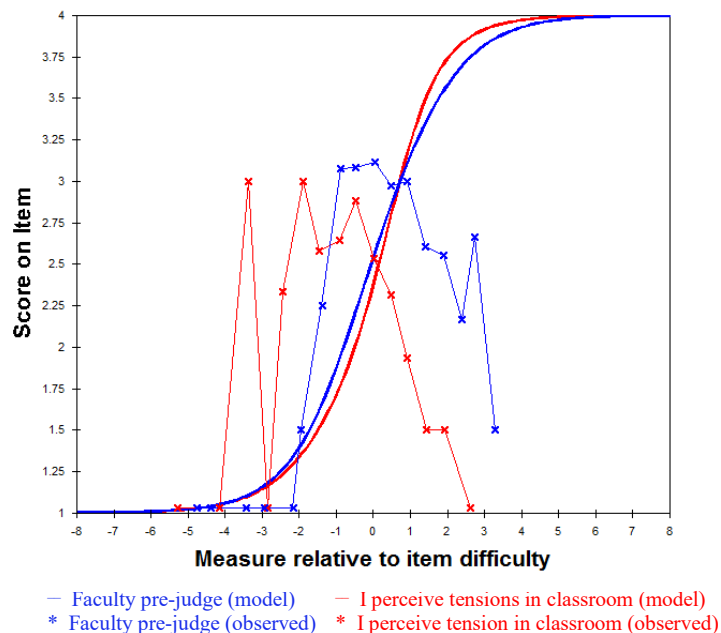| Construct/Item	INFIT Mean Square	OUTFIT Mean Square
Comfort/Fear		
Overall, how comfortable are you with….		
the climate on your campus?	1.11	1.23
the climate in your department/work unit?	1.21	1.19
the climate in your classes?	0.97	0.95
How often have you stayed away from areas of campus where people who are LGBTQ congregate for fear of being labeled?	1.17	1.57
How often have you ____ due to your sexual identity….		
feared for your physical safety?	1.35	1.18
avoided disclosing your identity to avoid intimidation?	0.55	0.60
avoided disclosing your identity to due to a fear of negative consequences, harassment, or discrimination?	0.51	0.51
believed that you have been denied college employment, advancement, or fair consideration	1.11	1.16
Openness		
Place yourself on the following continuum with 5 being out to all of your **friends** as an LGBTQ person and 1 being not out at all.	0.97	0.98
Place yourself on the following continuum with 5 being out to all of your **immediate family** as an LGBTQ person and 1 being not out at all.	0.89	0.69
Place yourself on the following continuum with 5 being out to all of your **extended family** as an LGBTQ person and 1 being not out at all.	0.80	0.83
Place yourself on the following continuum with 5 being out to everyone **professionally** as an LGBTQ person and 1 being not out at all.	1.32	1.26
Perceptions		
Within the past year how often have you observed the following on your campus…		
Men who are not heterosexual harassed due to their sexual identity?	1.07	1.07

Table 4.2 Continued

Women who are not heterosexual harassed due to their sexual identity?	0.93	0.90
Related to real or perceived sexual identity, how safe do you feel at the following locations…		
Residence Halls	0.72	0.68
Campus Counseling Services	1.12	0.70
Classroom buildings	0.71	0.69
faith-based organizations	1.12	1.46
Health Center	0.92	0.93
LGBTQ Center	1.10	1.38
Multicultural Organizations	0.85	0.51
Student clubs/organizations	0.85	0.64
Rate the overall climate on campus on the following...		
friendly vs. hostile	0.72	0.68
welcoming vs. not welcoming	0.73	0.72
positive for people who identify as LGBTQ vs. negative for people who identify as LGBTQ	0.58	0.57
not homophobic vs. homophobic	0.70	0.73
The climate in classes I have taken is accepting of people who are…		
women who are LGBTQ	0.85	0.85
men who are LGBTQ	0.72	0.71
Indicate your level of agreement with the following…		
I think faculty pre-judge my abilities based on my identity	2.24	2.92
I perceive tensions in classroom discussions regarding LGBTQ issues	3.04	4.23
I believe the campus climate encourages free and open discussion of LGBTQ topics	0.68	0.65
My college's general education requirements represent the contributions of people who are LGBTQ	0.90	0.89
My department curriculum represents the contributions of people who are LGBTQ	1.00	1.01
The College provides adequate resources on LGBTQ issues/concerns	0.75	0.81
Central administration visibly supports sexual identity issues/concerns	1.24	1.18
The College positively responds to incidents of LGBTQ…		
harassment	0.59	0.58
discrimination	0.59	0.65

Bond and Fox (2001) suggest that the field of measurement does not have a hard and fast rule or threshold for infit and outfit mean squares. While appropriate cut-off scores vary, Bond and Fox (2001) cite Wright and Linacre (1994) which recommend using different ranges depending on the type of test. As discussed in Chapter 3, for this analysis, the mean square range will be from 0.5 to 1.5 as recommended by Linacre (2002) and Wright, Linacre, Gustafson, and Martin-Lof, (1994).

Based on an infit/outfit mean square range of 0.5 to 1.5 there are two items in Table 4.2 above that may not properly fit with the measurement model. All items in the first two constructs, *comfort/fear* and *openness* are within the infit/outfit range. The two possible items that may be a misfit to the model are within the *perception* construct. The two items are: *Indicate your level of agreement with the following…I think faculty pre-judge my abilities based on my identity* and *I perceive tensions in classroom discussions regarding LGBTQ issues.* Because only two items were found outside of the expected range, it could be an issue with question wording and lack of understanding of what the items were attempting to measure by participants. Item Characteristics (ICCs) were examined. Both items under-fit the model and are unpredictable. We can see this by the Item Characteristic Curves in Figure 2. For both items the empirical ICCs (∗) are random and too far away from the model's expected curve, therefore these two items are considered unpredictable. This could be due in part to limited classroom discussions related to LGBTQ issues and the lack of personal interaction with faculty.

Figure 2.
Item Characteristic Curves

─ Faculty pre-judge (model)   ─ I perceive tensions in classroom (model)
∗ Faculty pre-judge (observed)   ∗ I perceive tension in classroom (observed)

63

Item Characteristic Curves (ICCs) were also examined for the group of items in each of the three constructs to examine how, using the partial credit model, the response categories are performing. It appears that for *comfort and fear* a couple of questions are not being interrupted with the same difficulty as others in the group. This could be due to respondents adding different weights to the four-point scale items than the five-point items. *Openness* and campus *perceptions* seem to be performing adequately as expected. All items for *openness* and *perceptions* are following the same pattern. Figure 3. below illustrates the ICCs in graphical form for each of the three measured constructs.

Figure 3.
Item Characteristic Curves for each construct
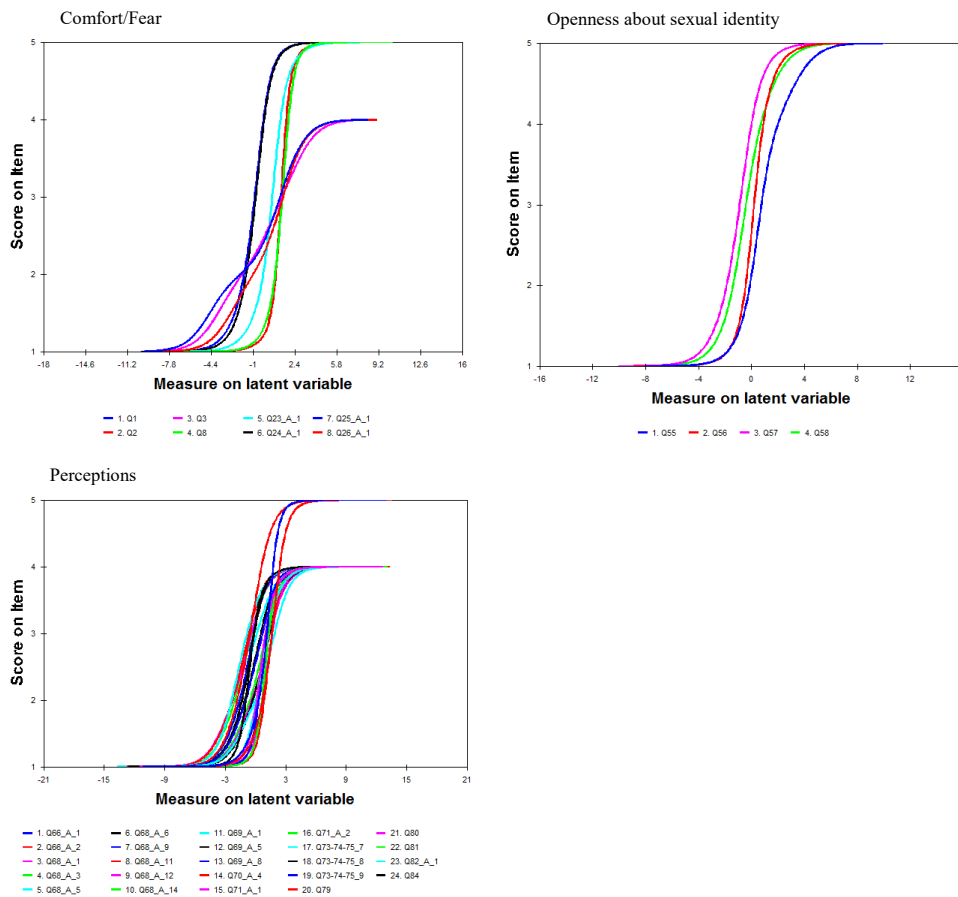
Reliability

Using WINSTEPS software, person and item reliability measures can be calculated. A Rasch analysis using WINSTEPS examines the reliability of items and person measures to gain information related to a measure's relative reproducibility rather

than the quality or how *good* a measure may be (Linacre, 1997). Reliability refers to how well an item or person response can be repeated. It does not indicate how well the item or person accurately measures the construct. Table 4.3 provides the item and person reliability estimates for each of the three constructs. WINSTEPS calculates both *real* and *model* reliability. Reliability usually is between the real and model values (Linacre, 1997). The closer the reliability is to 1.0 the more likely the item or person response will be found in repeated attempts.

Table 4.3
Reliability Estimates

Construct		Real Reliability	Model Reliability
Comfort/Fear	Person	.75	.78
	Item	.98	.98
Openness	Person	.69	.71
	Item	.99	.99
Perceptions	Person	.84	.86
	Item	.98	.98

Item Maps

Relationships among item and responses are evaluated using item-person maps. The maps place both items and person responses on the same scale, from highest to lowest values. The values that are most difficult to endorse are at the top, and easier items are placed at the bottom. Additionally, the maps indicate the location of the mean measure as an "M" along the line, an "S" to indicate one standard deviation from the mean, and a "T" for two standard deviations. Figures 4, 5, and 6 provide the item-person maps for the items in each of the constructs being examined.

Figure 4.

Item-Person Map: Comfort and fear on campus construct

```
MEASURE     PERSON - MAP - ITEM
                <more>|<rare>
    2            +
                 |
             .  |T
             . T|
             .   |
                 |     Believe you've been denied employment based on identity  Stayed away from areas on campus
                 |
    1         .# +
             .# |S
             .   |
             .#  |
           .###  |     Feared for your physical safety due to sexual identity
            .#   |
            .##  |
    0        ## S+M Comfort in your department
            .##  |
            ##   |
            ##   |     Comfort in classes
            .#   |
             .   |     Overall comfort on campus
          .##### |S Avoided disclosing your sexual identity to avoid intimidation
   -1        .   +     Avoided disclosing your sexual identity due to a fear of harassment
           ###   |
             .   |
          .### M|
             .   |
          ##### |T
            .#   |
   -2        .   +
           .###  |
           .##   |
            ##   |
             .   |
         .##### |
             .   |
   -3        .# S+
             #   |
             .   |
             .#  |
           .##   |
             #   |
             .   |
   -4        .   +
            .#   |
             .   |
             .  T|
           .##   |
   -5    ##########  +
                <less>|<freq>
  EACH "#" IS 3: EACH "." IS 1 TO 2
```
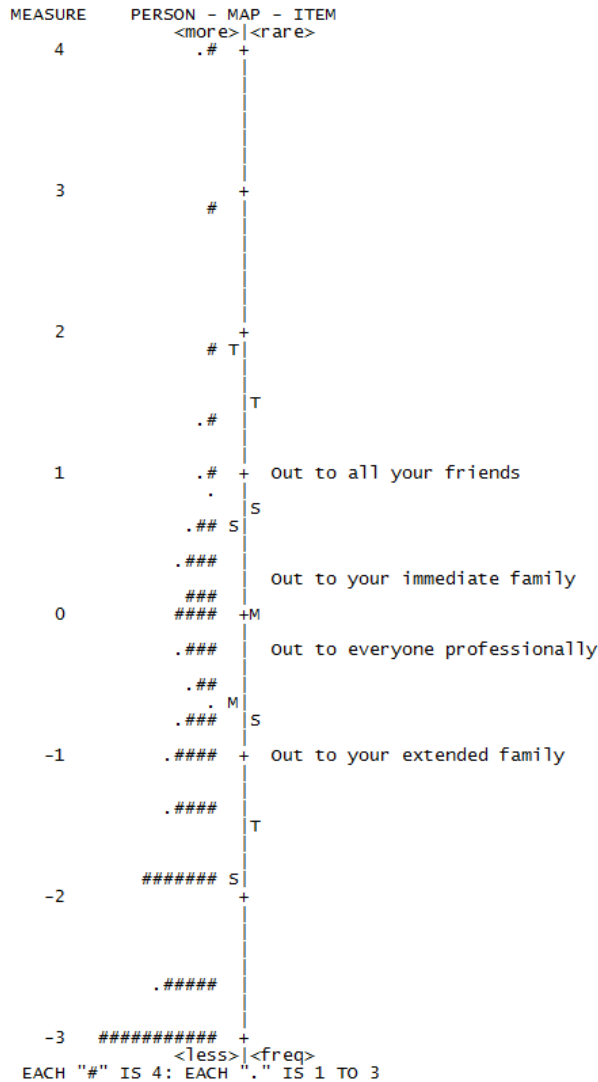
Items related to a respondents *comfort and fear* on campus appear to be slightly varied when examining the item-person map in figure 4 above. Individuals responded to the questions in a variety of ways, however a couple of questions were more difficulty to endorse. Being *denied employment based on sexual identity* and *avoiding areas where LGBTQ people congragte* were the two items that were more difficult to endorse. Other items were not as difficult to endorse and are clustered closer together on the item map.

The *openness* construct related to how *out* or *open* an individual is regarding their sexual orientation produced some interesting results. The item-person map in figure 5. indicates that all four items were not difficult to endorse, however the items are divided. Two above the mean and two items below the mean. The items in this construct are ordered differently than the other two constructs. Response categories go from negative to positive. Respondents found *being out to all your friends* and *being out to immediate family* easier to endorse than *being out to everyone professionally* or *their extended*

family. For better alignment with the other constructs, the data for the four items should be recoded in the same direction as the other items in the survey.
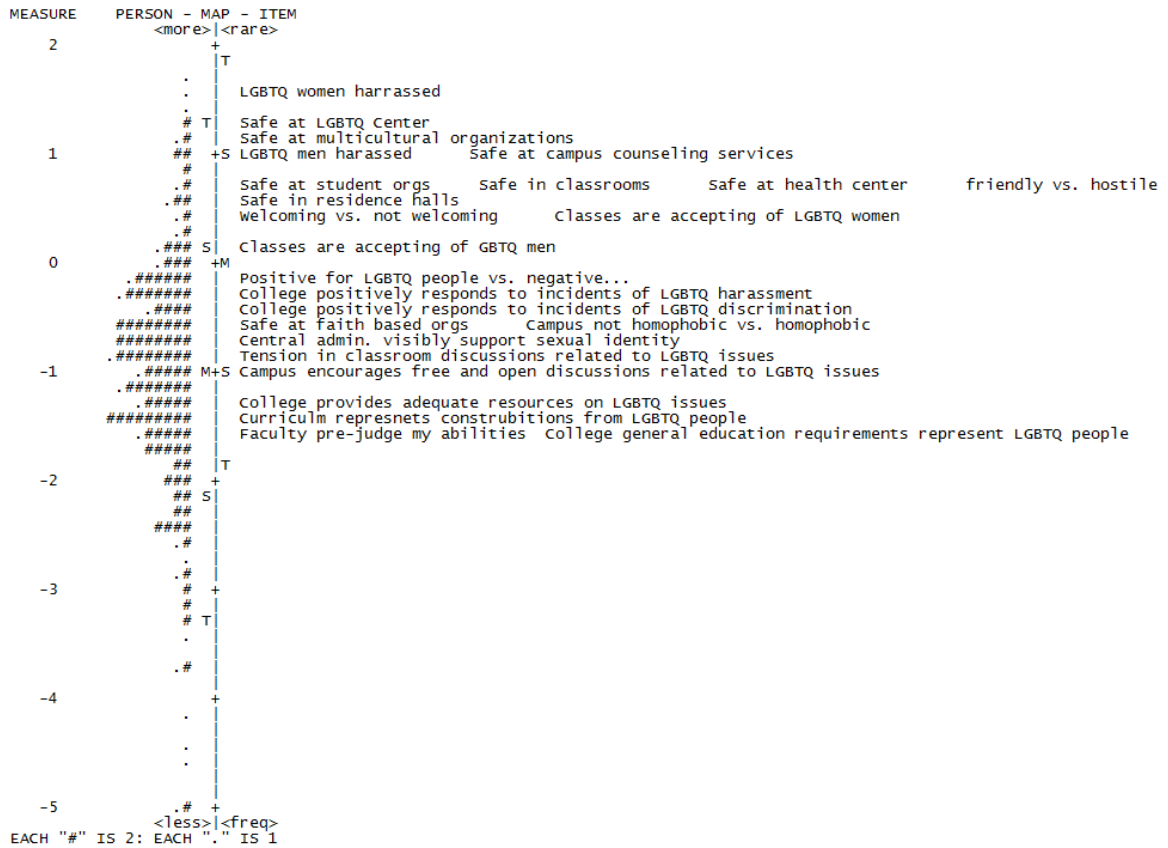
Figure 5.
Item-Person Map: Openness (out-ness) construct

```
MEASURE     PERSON - MAP - ITEM
                <more>|<rare>
    4        .#   +
             |
             |
             |
             |
             |
    3        |   +
           # |
             |
             |
             |
             |
             |
    2        |   +
           # T|
             |
             |T
          .# |
             |
    1       .#   +   Out to all your friends
           .    |
          .## S|S
             |
         .### |
             |    Out to your immediate family
          ### |
    0   #### +M
             |
         .### |    Out to everyone professionally
             |
          .## |
          .  M|
         .### |S
    -1    .#### +   Out to your extended family
             |
         .#### |
             |T
             |
       ####### S|
    -2        +
             |
             |
             |
        .##### |
             |
    -3  ########## +
                <less>|<freq>
  EACH "#" IS 4: EACH "." IS 1 TO 3
```

Based on the item-person map shown in figure 6, respondents to the survey found each of the perception survey items relatively equal in their difficulty to endorse. *Assessing the harassment level of LGBTQ women* was the most difficult to endorse, while *faculty pre-judging my abilities due to my sexual identity* and the *institutions general education requirements include LGBTQ issues* were the two items that were easest to endorse. However, most of the items are in the same general area without large seperation. This indicates that most items were found to be of the same difficulty and it

can be assumed that for most items, respondents are providing similar responses to each question.

Figure 6.

Item-Person Map: Campus Perceptions Construct

```
MEASURE     PERSON - MAP - ITEM
              <more>|<rare>
   2            +
               |T
            .  |
            .  |   LGBTQ women harrassed
            .  |
          # T|   Safe at LGBTQ Center
          .# |   Safe at multicultural organizations
   1      ## +S LGBTQ men harassed      Safe at campus counseling services
          #  |
          .# |   Safe at student orgs     Safe in classrooms      Safe at health center      friendly vs. hostile
         .## |   Safe in residence halls
          .# |   welcoming vs. not welcoming      Classes are accepting of LGBTQ women
          .# |
        .### S|   Classes are accepting of GBTQ men
   0    .### +M
      .###### |   Positive for LGBTQ people vs. negative...
     .####### |   College positively responds to incidents of LGBTQ harassment
       .#### |   College positively responds to incidents of LGBTQ discrimination
      ######## |   Safe at faith based orgs      Campus not homophobic vs. homophobic
      ######## |   Central admin. visibly support sexual identity
     .######## |   Tension in classroom discussions related to LGBTQ issues
  -1   .##### M+S Campus encourages free and open discussions related to LGBTQ issues
      .####### |
       .##### |   College provides adequate resources on LGBTQ issues
     ######### |   Curriculm represnets construbitions from LGBTQ people
       .##### |   Faculty pre-judge my abilities  College general education requirements represent LGBTQ people
        ##### |
          ## |T
  -2      ### +
          ## S|
          ## |
         #### |
          .# |
            . |
          .# |
  -3       # +
           # |
          # T|
            . |
          .# |
  -4         +
            . |
            . |
            . |
  -5        .# +
              <less>|<freq>
EACH "#" IS 2: EACH "." IS 1
```

Differential Item Functioning

When researchers construct surveys, they often believe that individuals respond to the survey in the say way. It is expected that respondents understand the questions and concepts the same, and have similar ability to respond to each survey item. Therefore, respondents are expected to respond to the survey in the same manner with similar results regardless to differences in the group of respondents. For this study, perceptions of campus experiences are being examined in a DIF analysis to determine any differences between reported *sexual identity* and *gender at birth* of respondents. A DIF anyslsis can assist in determining if there are differences among subgroup populations of participants. This analysis will help determined if respondents experience campus differently based on associated subgroups. Figure 7. below provides the DIF analysis for respondents based on

their self-reported sexual identity. The majority of respondents, 83% identified as a sexual minoirty. Several survey items, including: *harassment towards non-heterosexuals*; *safety in multicultural organizations*; *percepections of treatment in classrooms;* and *the campus response to issues on campus* all appear to be one to two logits different between groups, suggesting there may be some differences among respondents.
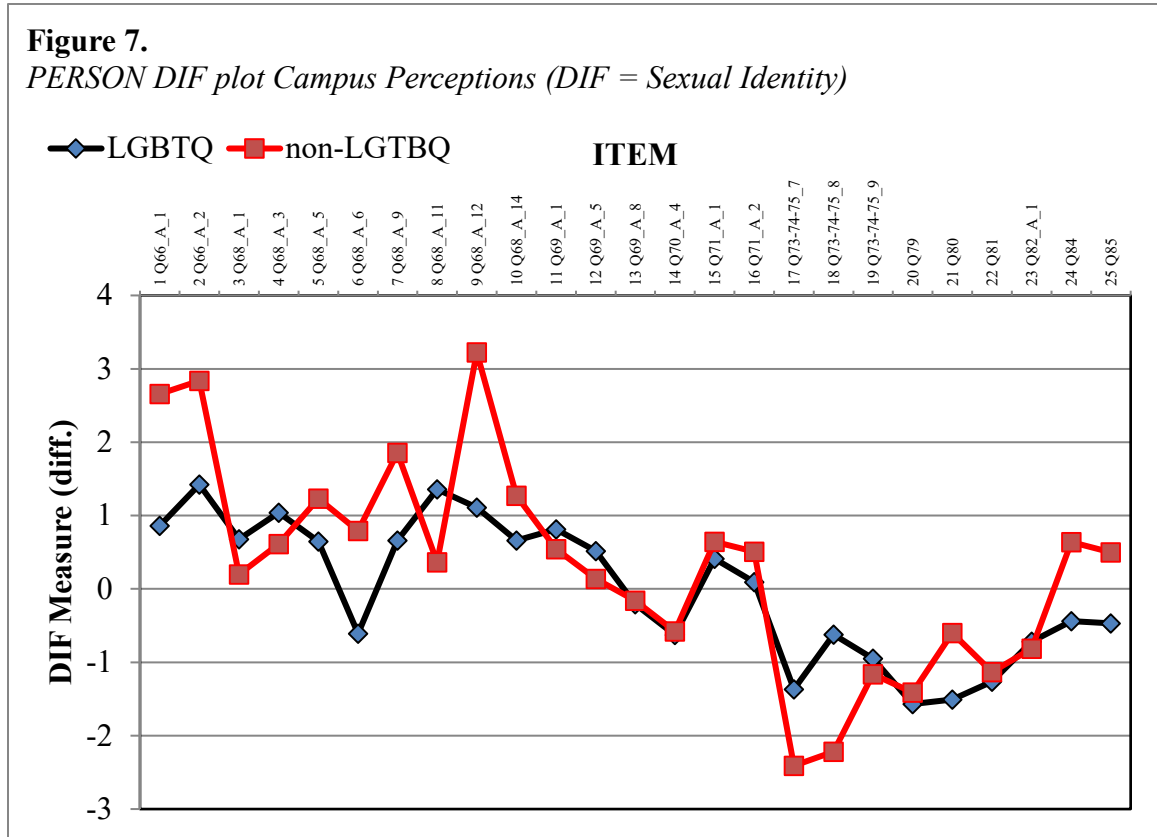

Figure 7.
PERSON DIF plot Campus Perceptions (DIF = Sexual Identity)

Figure 8. illistrates the DIF results for campus perception items between male and female respondents. Female participants make up the majority of respondents with 58% reporting female and 42% self-reporting as male at birth. Three individuals reported as *other* and were coded as missing data for this analysis. Each group of respondents appear to have responded to the survey items in a similar way. The largest difference was found in question 6Q*68_A_9*, which is related to *how safe the indiviual feels at the college health services*. This item was more difficult for male respondents than their female peers. Complete DIF results for each item and analysis are included in appendix B.

Figure 8.
PERSON DIF plot Campus Perceptions (DIF= Gender at Birth)
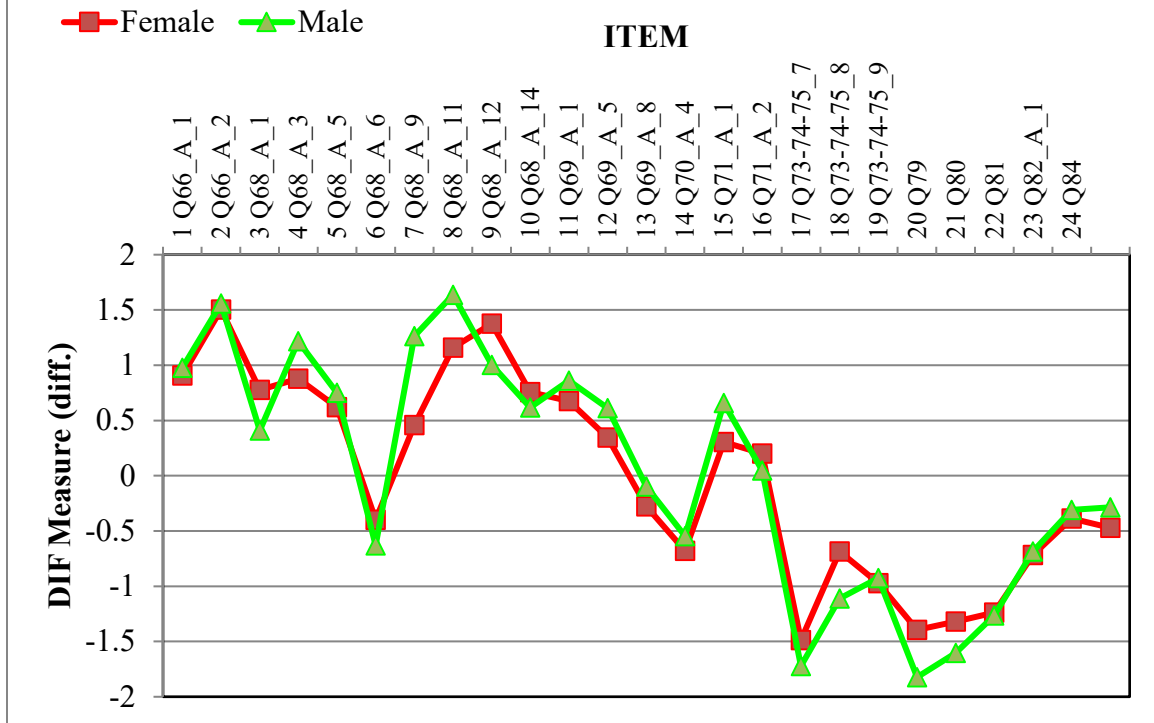
Descriptive Statistics

It can also be helpful to examine responses of participants to surveys using traditional descriptive statistical methods. Each survey item used the the Rasch Partial Credit model above was pulled into SPSS to calculate descriptive statitics. Table 4.4 provides the number of responses, range, minimum, maximum, and variance of each survey item. This information will be used in the discussion section of this study to help provide context to the results of the Rasch analysis. Response categories for each item are included in the survey instrument that is found in Appendix A.

Table 4.4
Descriptive statistics of survey items by research question

Item # / Research Question / Item Text	N	Min.	Max.	Mean	Std. Dev.	Variance
Does discrimination, harassment, and violence exist?						
Q1 Overall, how comfortable are you with the climate on your campus?	198	1	4	1.97	0.690	0.476
Q2 Overall, how comfortable are you with the climate in your department/work unit?	200	1	4	1.76	0.725	0.525
Q3 Overall, how comfortable are you with the climate in your classes?	168	1	4	1.96	0.729	0.531
Q68 *Related to real or perceived sexual identify, rank how safe you feel at the following locations (1 = very safe; 4 = I do not feel safe, because I, or someone I know experienced harassment there)*						
Q68_1 Residence Hall	70	1	4	1.30	0.709	0.503
Q68_3 Campus Counseling Services	159	1	4	1.23	0.667	0.446
Q68_5 Classroom Buildings	229	1	4	1.51	0.825	0.681
Q68_6 Faith-based organizations	111	1	4	2.20	1.264	1.597
Q68_9 Health Center	116	1	4	1.31	0.762	0.581
Q68_11 LGBTQ Center	122	1	4	1.13	0.463	0.214
Q68_12 Multicultural Organizations	131	1	4	1.24	0.596	0.355
Q68_14 Student clubs/organizations	169	1	4	1.48	0.867	0.751
Q69 *Using a scale from 1-4, rate the overall climate on campus on the following dimensions (e.g., 1 = very friendly; 4 = very hostile)*						
Q69_1 Friendly vs. hostile	205	1	4	1.64	0.646	0.417
Q69_5 Welcoming vs. not welcoming	203	1	4	1.70	0.752	0.566
Q69_8 Positive for people who identify as LGBTQ vs. negative	182	1	4	1.99	0.876	0.768
Q70_4 *Using a scale from 1-5, rate the overall climate on campus on the following dimensions (e.g., 1 = very friendly; 5 = very hostile)*						
Q70_4 Non-homophobic vs. homophobic	251	1	5	2.69	1.172	1.374
Q71-Q85 *Using a scale from 1-4, rate the overall level of agreement of the following (e.g., 1 = Strongly Agree; 4 = Strongly disagree)*						
Q71_1 The climate of the classes I have taken is accepting of women who are LGBTQ	127	1	4	1.77	0.747	0.559
Q71_2 The climate of the classes I have taken is accepting for men who are GBTQ	125	1	4	1.86	0.817	0.667
Q72_1 The climate of the University jobsite where I work is accepting of women who are LGBTQ	77	1	4	1.86	0.790	0.624
Q72_2 The climate of the University jobsite where I work is accepting of men who are GBTQ	75	1	4	1.88	0.854	0.729
Q73_7 Students: I think faculty pre-judge my abilities based on my identity.	107	1	4	2.81	0.953	0.908
Q73_8 Students: I perceive tensions in classroom discussions regarding LGBTQ issues	123	1	4	2.22	1.044	1.091

Q73_9	Students: I believe the campus climate encourages free and open discussion of LGBTQ topics.	124	1	4	2.42	0.989	0.977
Q74_4	Faculty: I think other faculty pre-judge my abilities based on my identity/background.	23	1	4	2.43	0.992	0.984
Q74_5	Faculty: I perceive tensions in my classroom discussions regarding LGBTQ issues.	24	1	4	2.29	1.083	1.172
Q74_6	Faculty: I believe the campus climate encourages free and open discussion of LGBTQ topics.	27	1	4	2.48	1.189	1.413
Q75_5	Staff: I think other staff pre-judge my abilities based on my identity/background.	47	1	4	3.04	1.122	1.259
Q75_6	Staff: I perceive tensions in my department when LGBTQ issues are discussed.	42	1	4	3.07	1.135	1.287
Q75_7	Staff: I believe the campus climate encourages free and open discussion of LGBTQ topics.	53	1	4	2.43	1.065	1.135
Q79	My school's general education requirements represent the contributions of people who are LGBTQ.	176	1	4	2.78	0.962	0.925
Q80	My departmental curriculum represents the contributions of people who are LGBTQ.	130	1	4	2.73	0.922	0.849
Q81	The University provides adequate resources on LGBTQQ issues and concerns.	211	1	4	2.63	0.955	0.912
Q84	The University positively responds to incidents of LGBTQQ harassment.	145	1	4	2.08	0.909	0.826
Q85	The University positively responds to incidents of LGBTQQ discrimination.	148	1	4	2.13	0.913	0.834
Q82_1	Central administration on my campus visibly supports sexual identity issues and concerns	168	1	4	2.38	0.946	0.894
Q8	How often have you stayed away from areas of campus where people who are LGBTQ congregate for fear of being labeled?	253	1	5	1.21	0.638	0.407

Prevalence of discrimination, harassment, and violence based on sexual identity

Q23-26& 66	*Within the past year how often have you done the following based on your sexual identify?(1 = never, 2 = 1-2 times, 3 = 3-5 times, 4 = 6-9 times, and 5 = 10+)*						
Q23_1	Feared for your physical safety	248	1	5	1.59	1.038	1.077
Q24_1	Avoided disclosing your sexual identity to avoid intimidation	245	1	5	2.36	1.559	2.429
Q25_1	Avoided disclosing your sexual identity due to a fear of negative consequences, harassment, or discrimination	245	1	5	2.45	1.553	2.412

Q26_1	Believed that you have been denied University/College employment or advancement due to sexual identity	231	1	5	1.17	0.606	0.367
Q66	*Within the past year how often have you observed the following on your campus?*						
Q66_1	Men who are not heterosexual harassed due to their sexual identity	252	1	5	1.46	0.790	0.624
Q66_2	Women who are not heterosexual harassed due to their sexual identity	252	1	5	1.34	0.645	0.416
Q76	*In your classes, how often are any of the following included? (1= often, 2 = sometimes, 3 = once, 4 = never)*						
Q76_17	Readings about homophobia/heterosexism	170	1	4	3.11	1.110	1.231
Q76_18	Non-heterosexist language (e.g., using same-sex couples in examples)	168	1	4	3.13	1.138	1.296

Summary

This chapter provided basic demographic information related to survey participants, the results of the Rasch analysis, DIF analysis for population subgroups, and standard descriptive statistics of survey items. Using the Rasch Partial Credit model, the data were determined to fit the model using INFIT and OUTFIT statistics. Items that were outside of the acceptable range were evaluated and discussed. Additionally, the item's rating scales functioned as expected and therefore it was determined that the Rasch model was an appropriate method for this analysis. DIF analysis indicated little difference in responses between male and female respondents, but did find several differences between non-heterosexual respondents and their heterosexual peers. Chapter 5 will discuss the results and include implications for future research. This final chapter will also discuss study liminations and will discuss the results as they relate to the literature provided in chapter 2.

CHAPTER V
DISCUSSION, CONCLUSION, FUTURE RESEARCH

This study contributes to the limited research related to community college sexual minority students and their on-campus experiences. Ivory (2005) reports fewer than six publications exist related to LGBTQ students attending two-year community colleges. Garvey et al. (2014), a more recent empirical study, also concludes that little evidence exists related to this specific student group on community college campuses. As a result, researchers must borrow literature from four-year college and university studies. However, four-year institutions which are predominately residential institutions can be vastly different in regard to the services they provide, residential opportunities, and resources available to their students than two-year institutions. The goal of this study is to analyze survey responses from students attending two-year community colleges to gain a greater understanding of their specific experiences and prevalence of harassment, discrimination, and violence on campus for sexual minority individuals. Community Colleges annually enroll over 45% of all undergraduates in the United States (Taylor, 2015); therefore, this study is critically important to a large group of students, an often invisible and underserved group of students. The focus of this research aims to answer two primary research questions:

1. Does discrimination, harassment, or violence towards sexual minorities exist as a pervasive experience on community college campuses?

2. What is the prevalence of violence, discrimination, and harassment toward sexual minority students on two-year community colleges campuses?

Discussion of Study Participants

Survey participants are about evenly divided between male and female. Fifty-three percent female and 41% male created a pretty even distribution of responses. This is helpful in determining differences among sexes. If the survey results were not in proportion it would be more difficult to assess any differences among male and female LGBTQ respondents. However, the survey sample was not racially diverse. This prevents this study from making any clear assessment between how more than one minority status, in this case a sexual minority and racial minority, impact an individual's experience as

described by Rankin and Reason (2008). As a result, we must make generalizations and understand that 73% of respondents are non-Hispanic White individuals.

Survey respondents self-identified their sexual orientation in a variety of ways. The distribution is spread across eleven different identities. As a result, the findings of this study can be concluded to represent individuals from a variety of identities that include lesbian, gay, bisexual, transgender, and queer individuals. The ways in which individual identify is formed can be complex and often includes a variety of definitions, terms, and personal attributes (Cramer, 2002). If respondents were more heavily clustered into one identity, it would be suggested that the findings only represent that one single group within a larger community of individuals who have multiple identity representations and may suffer from different types of discrimination or harassment (Cramer, 2002). Having a fairly distributed response pool creates a richer dataset. In addition, this allows further analysis based on characteristics that allow our examination to determine how different group experience the campus environment differently.

Fit to Model

Assessing how well the data fit the model being used is important to understand how well the survey instrument is capturing what researchers intended. Responses may end up being too predictable, and therefore don't provide much useful information or unpredictable and can't be used for making generalizations. When examining the three constructs, *comfort/fear, openness,* and *perceptions,* each group of survey items are within the expected mean square range as defined by Linacre (2002) as illustrated in Table 4.1. This allows us to assume that the survey items grouped together as constructs are assessing similar ideas and are performing as intended. Additionally, each individual survey item fit can be assessed to ensure items provide useful information. A variety of responses are desired for items to fit the model (Linacre, 2002). The majority of the survey items being examined fit the model. Two items that ask respondents to rate their agreement appear to under-fit the model and are unpredictable: *I think faculty pre-judge my abilities based on my identity* has an infit value of 2.24 and outfit of 2.92. *I perceive tensions in classroom discussions regarding LGBTQ issues* was even more unpredictable at 3.04 infit and 4.23 outfit mean squares. I would suggest that these two items misfit the model because of how respondents either conceptualize the

two questions or based on their lack of experience with faculty and/or classroom discussions. For instance, many respondents may have difficulty responding to the later question because it may be possible that LGBTQ issues have never been raised in classroom discussions. As a result, the responses are too unpredictable to fit this Rasch model. Respondents may not all understand what is meant by agreeing to how faculty pre-judge their abilities. They may not understand what abilities the question is referencing. Hurtado et al. (1998) found that LGBTQ students often will censor themselves in class discussions, even in their individual course work, out of fear of negative repercussions. This may be a contributing factor in how individuals responded to these two survey items. Likewise, Ellis (2009), Nelson (2010), and Woodford, et al. (2012) all suggest that students often monitor their behaviors and participation in classroom environments in order to remain in the closest. This may in fact be a contributing factor in how respondents answered the two items mentioned above, making them unpredictable. Their ability to respond was based on their on-campus experience or lack of it with faculty and classroom discussions. As a result, in a campus setting it is important that college and university staff be equipped with the training necessary to assist LGBTQ students as they continue to form their personal identity and begin to disclose their sexual-orientation to others (Evans & Broido, 1999). One survey participant stated "*more discussions for instructors are needed related to talking about these [LGBTQ] issues in the classroom; take homophobic comments as seriously as racism*".

This is especially true in classroom discussions where they may disclose private information that could impact their ability to feel safe on campus. Often sexual minority students already have higher stress levels because of their fear of being perceived as being non-heteronormative. This can dramatically affect an individual's campus experience and success (Evans et. al., 2017). This is particularly true for sexual minority youth and young adults who are still developing their sexual identities (Almeida, Johnson, Corliss, Molnar, & Azrael, 2009; Hatzenbuehler, 2010).

Relationship among Item-Person Responses

Relationships among items and responses are examined using item-person maps that align each item, regardless of the number of response categories on the same scale.

This creates a ruler that allows us to indicate the spread of individuals and the distribution of items related to their difficulty to endorse. Results related to the *comfort/fear* and *openness* constructs were the most varied compared to the *perception* construct. This might be in part due to the first two constructs have items that are more related to an individual's experience and/or decisions to participate rather than items related to perceptions that can be based on one's own experience(s) or those of other individuals that they know.

We know that being out about one's sexual orientation can create higher levels of harassment, discrimination, and/or victimization (Kosciw, Greytak, Bartkiewicz, Boesen, & Palmer, 2012), therefore these experiences may impact how individuals respond. Research related to LGBTQ students indicate that often students do not feel safe disclosing their sexual orientation on campus (Juvonen, Nishina, & Graham, 2000; Eisenberg, Neurmark-Sztainer, & Perry, 2003; Rofes, 1989). However, in a study conducted by D'Augelli (1992), the majority of LGBT respondents felt it was "very important" to disclose their sexual identity to peers and the campus community. However, only 3% of respondents felt safe to do so in their campus community. A survey respondent said "*I wish there was more visibility, I know that others are less comfortable than I am*". The lack of disclosing identity and being visible within a community can impact an individual's experience and perceptions of the environment around them.

This is consistent with the results found in the item-person maps for *comfort* and *openness*. Respondents were more likely to avoid disclosing their sexual identity *out of fear related to intimidation and harassment* than their overall comfort with their *department or in employment situations*. This may be a result of more personal connections with individuals within a department that is a smaller group of individuals where relationships have been formed and connections exist. Likewise, we see that respondents were more open about their sexual identity *with their friends and immediate family* than *everyone professionally on campus or to their extended family*. They tend to be more open with individuals where connections exist. This has direct implication for student success and overall wellbeing. The lack of a sense of connection to the campus community can have negative effects on academic performance and psychological health (Anderman 2002; Roeser, Midgley, & Urdan, 1996).

Results of this study show that perceptions of the campus environment and experiences of sexual minorities are consistent with earlier studies that indicate that in college, sexual minority students experience discrimination, harassment, and at the very least have a chronic fear of victimization (D'Augelli, 1991; Brown, 1989; Norris, 1992). One respondent stated "*the community college where I work is deeply anti-LGBTQ. Administrators, virtually all faculty, most staff, and certainly many students hold to stereotypes damaging for LGBTQ people*". The results of this study parallel research which suggests that the fear of victimization on campus can have profound effects on social interaction (Hatzenbuehler, 2010) and academic performance (Taylor, 2015). While this current study does not address specific student academic performance outcomes, the presence of harassment and fear on campus can impact an individual's ability to succeed and thrive on college campuses.

While respondents found their campus environment to be *safe* in various locations for LGTBQ individuals, they were less likely to agree that *classes were accepting of LGBTQ perspectives*. One respondent elaborated by saying "*sometimes students can have certain negative attitudes toward a certain group…I would like to see classes try to somehow include in their curriculum a sense of inclusion of diverse groups.*" Likewise, respondents were less likely to agree that the *institution positively responded to incidences of harassment or discrimination*. Respondents felt that *the institution did not provide adequate support services related to LGBTQ issues*. Taylor (2015) suggests that many of issues related to harassment, discrimination, and even poor academic performance can be positively impacted with additional support services for sexual minorities. More often than not, safe spaces and visible action within the campus community occurs only after violence and discrimination exists (Sanlo, Rankin, & Schoenberg, 2012). Space on campus and institutional response is critical in identity development and having the ability to thrive academically and interpersonally.

Additionally, respondents were less likely to *feel safe in faith-based organizations on campus*. This relates to an individual's comfort and connection to the campus community as well. Poynter and Washington (2005) argue that fitting within a community can be difficult when students must negotiate their sexual orientation along with issues related to faith. Sexual minority students seeking to belong in the LGBTQ

community and their faith community can often find obstacles fitting in both groups. They must navigate what their sexual identity is telling them and what their faith community prescribes as immoral behavior based on religious views. The majority of survey respondents (58%) indicated not having a specific religious affiliation. These included *spiritual, but no religious affiliation* (26%), *agnostic* (14%), *atheist* (9%), and *no affiliation* (9%)*.* Each of the remaining religious affiliations represented six percent or less in each category. This is not surprising due to the fact that many states pass anti-gay ballot measures that protected religious freedom while at the same time creating a hostile environment for sexual minorities (Barton, 2012). The ways in which religion impact sexual identity development is complex and beyond the scope of this study but worth noting.

Differences among Groups

Although survey results can be generalized to the larger population, differences among groups of individuals may exist and provide critical insight about how different identities or attributes impact an individual. In this study we examined both *sex at birth* and *sexual identity.* The differential item functioning (DIF) analysis for gender or *sex at birth* suggests that both male and female individuals responded to survey items in very similar patterns. The largest difference was related to how *safe the individual feels at the college health service.* While both sexes reported not feeling very safe at college health service, male respondents felt less safe. This may be a result of issues related to masculinity and slower identity development in men that is not addressed in this study or literature review. Campus communities often have more healthcare services for women's health. As a result, female students may be more likely to seek care and medical advice related to their sexual orientation.

DIF analysis was also conducted between how respondents self-identified their sexual orientation. Eleven different identities were recoded into two groups. LGBTQ (sexual minority) and non-LGBTQ (heterosexual). The majority of respondents identified as a sexual minority (83%), however there were responses on campus perception from heterosexual individuals (16%). While the majority of the items were consistent among the two groups, several questions were one or more logits different. Differences exist related to questions concerning *harassment towards non-heterosexuals; safety in*

multicultural organizations; treatment in classrooms; and *campus response to issues on campus.* This may be due to how individuals in various groups experience the same environment differently. Discrimination and stigma based on sexual orientation does significantly impact an individual's wellbeing and connection to community (Bruce, Harper, & Bauermeister, 2015). Silva et al. (2015) found that even having to conceal ones sexual identity puts individuals at greater risk for health disparities and educational outcomes. This may be why non-LGBTQ individuals responded to the items differently. They experience them differently, have multiple places on campus to feel welcome, and have the ability to freely participate in classrooms discussions compared to their non-heterosexual peers. Sanlo, Rankin, & Schoenberg (2012) suggest that space on campus is critical in identity development and having the ability to thrive academically and interpersonally.

Even having space that allows the LGBTQ community to be visible can create positive campus experiences and creates an active presence within the campus community (Bauder, 1998). The most concerning difference among the two groups is how respondents felt related to how campus leaders respond to issues of violence or discrimination toward sexual minorities. One female sexual minority respondent stated "*my institution is unwilling to address LGBTQ issues. In my classroom there is open discussion of any topic, but I am always aware that there might be repercussions for me*".

Bauer-Wolf (2017) argues that this is even a greater problem on private and religious college campuses. While two-year community colleges are typically public institutions, their response to campus incidents of violence and discrimination make an impact. Lacking the ability to have a supportive community to identify, without supportive institutional leaders, and living in an environment that is unwelcoming because of one's sexual orientation creates a great deal more shame, guilt and fear according to Yarhouse et al., (2009). This is especially true for non-LGBTQ affirming institutions, which causes increased levels of internalized homophobia for sexual minority students, faculty, and staff (Yarhouse et al., 2009).

Limitations

The first and probably one of the most important limitations to this study and any study that involves sexual minority participants is the identification of a study population.

Snowball sampling was used in this data collection to assist in getting higher participation rates. This was done because of the invisible nature of sexual minority individuals (Rankin et al., 2010). Institutions do not or at least historically have not collected demographic information related to student sexual orientation. Researchers must rely on existing networks and fellow participants to spread the word and enlist additional participants. Additionally, many eligible participants may be reluctant to participate out of fear of information being disclosed concerning their sexual identity. Acts of violence or discrimination may go unreported out of fear—therefore participation in survey research can also prove difficult. New federal laws protecting the rights of LGBTQ individuals and institutional inclusive policy improvement, even at the community college level are playing a more active role in creating spaces across campus for sexual minority students. This dataset was used primarily because of the invisible nature of the study population. The data collection already occurred and included two-year community college sexual minority students.

Data collection timing and change in politics, public policy, and the growth in diversity initiatives create limitations to this current study. I recognize that the data used in this analysis was collected in 2010 and considerable amount of time has passed since its collection. However, Garvey, Taylor, and Rankin (2014) argue that little empirical research exists related to community college sexual minorities. Using this older dataset allowed for specific analysis related to this population using the Rasch model.

Using the Rasch model provides a robust methodology to examine survey data. This process was iterative in nature and led to looking at additional research questions related to differences between gender at birth and sexual orientation. It is acknowledged that the second research question regarding the prevalence of harassment, discrimination, and violence towards sexual minority individuals was not adequately answered using the Rasch method.

Future Research & Conclusion

Based on the review of literature it is clear that discrimination, violence, and harassment exists for students attending college, which impact social, mental, and academic wellbeing. Even with a long history fighting for equality, LGBTQ individuals remain an often invisible student population that suffers from victimization and

discrimination. The extent to which these activities occur on two-year, community college campuses has been understudied. Results from this study suggest that the same types of discrimination, isolation, and harassment do exist on community college campuses. Regardless of a residential component, college campuses expose students to different types of inclusion and exclusion that impact their health and academic achievement. Men and women seem to experience their campus experience the same, however sexual minority individuals perceive their overall safety on campus differently from their heterosexual peers.

Future research should be conducted that specifically examines the difference among two-year community college students and those students attending four-year institutions. Researching resource availability on two-year colleges campuses would be useful in determining what factors may contribute to an environment that fosters higher levels of discrimination or harassment and what support services provide the best form of inclusion and sense of belonging within the community. Resources such as specific LGBTQ student centers, special academic programing, and even dedicated healthcare services may provide a link to enhanced mental, physical, and academic outcomes for sexual minority students. Additionally, future research should be conducted to get a more up-to-date dataset for researchers to examine. Having current data will help ensure that the findings are applicable today, and practitioners will have the needed information to make improvements on their campuses. Replication of this study and similar studies will provide more evidence that will allow two-year college administrators to make critical decisions in order to create more inclusive and safe campus environments.

Taking a more qualitative approach would also be useful. Finding out specifics related to the individual experiences allow researchers to put constructs and concepts into perspective. Qualitative studies or mix-method analysis can create a foundation for policy improvement and cultural change. Findings of this current study also suggest that future research should focus on how religious views impact identity development and how non-heterosexual individuals form their spiritual and religious views.

Exploring the differences between gay, lesbian, bisexual, transgender, and queer individuals would also be useful, including for literature related to higher education and also in the study of sexual orientation. The literature tends to lump these individuals into

a larger group population to study. However, the intersectionality of being a gay, Black male or a queer person of faith may have drastically different impacts on daily interactions, violence, fear, or intimidation. Exploring these groups as individuals will provide more breathe in the literature to ensure that all groups of students and individuals have the necessary resources necessary to succeed.

It is clear based on the literature and the findings of this study that sexual minority individuals are still victims of violence, discrimination, and harassment on college campuses. Likewise, LGBTQ individuals exhibit a fear or unwillingness to always be open about their sexual identity and must carefully navigate their environments. College and University faculty and staff should continue to create spaces on campus that foster inclusive dialogue and practice in curriculum and co-curriculum. More should be done to educate faculty on how to assist sexual minority students—both related to resources on campus, and ensuring that LGBTQ issues are included in coursework and the contributions of LGBTQ individuals is recognized. Change and improved experiences for these students can and does happen—it takes a community of concern to ensure that all individuals are valued and provided the equal access and protection they deserve.

Campus Pride's
National LGBT College Climate Survey

Purpose

You are invited to participate in a survey of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQQ) students, faculty, and staff regarding the campus climate. The results of the survey will provide important information about the current climate for people who are LGBTQQ and will enable us to provide recommendations to improve the environment for working and learning.

Procedures

You will be asked to complete an online survey. Your participation and responses are confidential. Please answer the questions as openly and honestly as possible. You may skip questions. The survey will take about 30 minutes to complete. You must be 18 years of age or older to participate. Please note that you can choose to withdraw your responses at any time before you submit your answers. The survey results will be submitted directly to a secure server where any computer identification that might identify participants is deleted from the submissions. Any comments provided by participants are also separated at submission so that comments are not attributed to any demographic characteristics. These comments will be analyzed using content analysis and submitted as an appendix to the survey report. Quotes from submitted comments will also be used throughout the report to give "voice" to the quantitative data.

Discomforts and Risks

There are no more than minimal risks in participating in this research beyond those experienced in everyday life. Some of the questions are personal and might cause discomfort. In the event that any questions asked are disturbing, you may stop responding to the survey at any time. Participants who experience discomfort are encouraged to contact:

The Trevor Project
866-4-U-TREVOR
The Trevor Helpline is the only national crisis and suicide prevention helpline for gay, lesbian, bisexual, transgender and questioning youth. The Helpline is a free and confidential service that offers hope and someone to talk to, 24/7. Trained counselors listen and understand without judgment**.**

Benefits

The results of the survey will provide important information about campus climate for LGBTQQA people and will help us in our efforts to improve the climate on campus.

Statement of Confidentiality

You will not be asked to provide any identifying information and information you provide on the survey will remain confidential. In the event of any publication or presentation resulting from the research, no personally identifiable information will be shared. Your confidentiality will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). No guarantees can be made regarding the interception of data sent via the Internet by any third parties. In addition, the principal investigators will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise identity. Instead, the groups will be combined to eliminate the possibility of identifying an individual. Please also remember that you do not have to answer any question or questions about which you are uncomfortable.

Voluntary Participation

Participation in this research is voluntary. If you decide to participate, you do not have to answer any questions on the survey that you do not wish to answer. **Individuals will not be identified and only group data will be reported** (e.g., the analysis will include only aggregate data). By completing the survey, your informed consent will be implied. Please note that you can choose to withdraw your responses at any time before you submit your answers. Refusal to take part in this research study will involve no penalty or loss of student or employee benefits.

Right to Ask Questions

You can ask questions about this research. Questions concerning this project should be directed to:

Susan R. Rankin, Ph.D.
Center for the Study of Higher Education
410B Rackley Building
814-863-2655
sxr2@psu.edu

Warren Blumenfeld, Ph.D.
Department of Curriculum and Instruction Iowa
State University
Ames, Iowa 50011
515-294-5931
wblumen@iastate.edu

Shane L. Windmeyer, M.S., Ed.
Campus Pride PO
Box 240473
Charlotte, NC 28224
704-277-6710
shane@campuspride.org

Questions concerning your rights as a research subject or if you wish to report any harm, injury, risk or other concern should be directed to:
Office for Research Protections The
Pennsylvania State University 201 Kern
Graduate Building University Park, PA
16802-3301 Phone: 814-865-1775

If you agree to take part in this research study as outlined in the information above, please click on the "Continue" button below, which indicates your consent to participate in this study. It is recommended that you print this statement for your records, or record the address for this site and keep it for reference.
This informed consent form was reviewed and approved by the PSU Institutional Review Board (insert IRB approval # here) at Pennsylvania State University on [insert date here].

Continue button – leads participant to the survey.

If participant declines participation, she/he is led to a "thank you" page.

<p style="text-align:center"><u>Directions</u></p>

Please read and answer each question carefully. For each answer, click on the appropriate button or box to record your answer. Some questions allow you to check more than one box to indicate multiple answers. If you want to change an answer, click on the button or box for your new answer and your previous response will be erased. You may decline to answer specific questions. Some questions will not apply to you. In these cases, you will be instructed to move on to the next question.

<p style="text-align:center"><u>Survey Terms and Definitions</u></p>

Climate: Current attitudes, behaviors, and standards held by faculty, staff, and students concerning the access for, inclusion of, and level of respect for individual and group needs, abilities, and potential**.**

Disability: A person who has a physical or psychological impairment which substantially limits one or more major life activities; a person who has a record of such impairment or is regarded as having such impairment

Ethnic Identity: A unique social and cultural heritage shared by a group of people.

Gender Identity: A person's inner sense of being male, female, both, or neither. The internal identity may or may not be expressed outwardly, and may or may not correspond to one's physical characteristics.

Gender Expression: The manner in which a person outwardly represents their gender, regardless of the physical characteristics that might typically define them as male or female.

Harassment: Exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct that has interfered with your ability to work or learn on campus.

Discrimination: Prejudicial actions directed toward you based on your sexual identity, gender identity, or gender expression.

Institutional Status: Within the institution, the status one holds by virtue of one's position/status within the institution (e.g., student, staff, full-time faculty, part-time faculty, administrator, etc.)

American Indian (Native American): A person having origin in any of the original tribes of North America who maintains cultural identification through tribal affiliation or community recognition.

Non-Native English Speakers: People for whom English is not their first language.

Physical Characteristics: Term that refers to one's appearance.

Racial Identity: A socially constructed category about a group of people based on generalized physical features such as skin color, hair type, shape of eyes, physique, etc.

Sexual Harassment: A repeated course of conduct whereby one person engages in verbal or physical behavior of a sexual nature, that is unwelcome, serves no legitimate purpose, intimidates another person, and has the effect of creating an intimidating, hostile or offensive work or classroom environment.

Sexual Assault: Intentional physical contact, such as sexual intercourse or touching, of a person's intimate body parts by someone who did not have permission to make such contact.

Sexual Identity: Term that refers to the sex of the people one tends to be emotionally, physically and sexually attracted to; this is inclusive of, but not limited to, lesbians, gay men, bisexual people, heterosexual people, and those who identify as queer.

Socioeconomic Status: The status one holds in society based on one's level of income, wealth, educational, and familial background.

Transgender: Umbrella term for someone whose self-identity challenges traditional societal definitions of behaviors associated with male and female.

Please do not complete this survey more than once.

Part I. Personal Experiences

1. Overall, how comfortable are you with the climate on your campus?

Very Comfortable	Comfortable	Neither comfortable nor uncomfortable	Uncomfortable	Very uncomfortable
O	O	O	O	O

2. Overall, how comfortable are you with the climate in your department/work unit?

Very Comfortable	Comfortable	Neither comfortable nor uncomfortable	Uncomfortable	Very uncomfortable	Not applicable
O	O	O	O	O	O

3. Overall, how comfortable are you with the climate in your classes?

Very Comfortable	Comfortable	Neither comfortable nor uncomfortable	Uncomfortable	Very uncomfortable	Not applicable
O	O	O	O	O	O

4. If you would like to elaborate on your responses in questions 1-3, please do so here.

5. Have you ever seriously considered leaving your campus?
   O Yes
   O No

6. When did you consider leaving? **(Mark all that apply)**
O During my first year as a student
O During my second year as a student
O During my third year as a student
O During my fourth year as a student
O Faculty (please specify when) _____
O Staff (please specify when) _____

7. Why did you consider leaving and why did you decide to stay?

8. How often have you stayed away from areas of campus where people who are LGBTQQ congregate for fear of being labeled.
O Never   O 1-2 times   O 3-5 times   O 6-9 times O More than 10 times

9. **Within the past year,** have you personally experienced any exclusionary (e.g., shunned, ignored), intimidating, offensive and/or hostile conduct (harassing behavior) that has interfered with your ability to work or learn on your campus?

    O Yes   O No

10. What do you believe this conduct was based upon? (**Mark all that apply**)

    O My age
    O My country of origin
    O My educational level
    O My English language proficiency/accent
    O My ethnicity
    O My gender
    O My gender expression
    O My immigrant status
    O My learning disability (e.g., dyslexia)
    O My military/veteran status
    O My parental status (e.g., having children)
    O My psychological disability (e.g., depression, anxiety, bi-polar, PTSD)
    O My physical characteristics
    O My physical disability
    O My political views
    O My race
    O My religious/spiritual views
    O My sexual identity
    O My socioeconomic status
    O My institutional status
    O Other (please specify)_____

11. How did you experience this conduct? (**Mark all that apply**)

O I was the target of racial/ethnic profiling
O I was the target of graffiti (e.g., event advertisements removed or defaced)
O I was the target of derogatory remarks (e.g., "that's so gay", "I got Jewed down", "she's/he's such a____")
O I was the target of physical violence
O I was the victim of a crime
O I was singled out as the "resident authority" due to my identity
O I received derogatory written comments
O I received derogatory phone calls
O I received threats of physical violence
O I received derogatory/unsolicited e-mails
O I received a low performance evaluation
O I felt I was deliberately ignored or excluded
O I felt intimidated/bullied
O I felt isolated or left out when work was required in groups
O I felt isolated or left out
O I feared for my physical safety
O I feared for my family's safety
O I feared getting a poor grade because of a hostile classroom environment
O I observed others staring at me
O Someone assumed I was admitted or hired because of my identity
O other (please specify)_____

12. Where did this conduct occur? (**Mark all that apply**)
O In a class
O While working at a campus job
O While walking on campus
O In campus housing
O In off-campus housing
O In a campus dining facility
O In a campus office
O At a campus event
O In a faculty office
O In a public space on campus
O In a meeting with one other person
O In a meeting with a group of people
O In athletic facilities
O Off campus
O Other (please specify)_____

13. Who was the source of this conduct? **(Mark all that apply)**
O administrator
O campus media (posters, brochures, flyers, handouts, web sites, etc.)
O campus security
O campus visitor(s)
O colleague
O community member
O department chair
O don't know source
O faculty advisor
O faculty member
O person that I supervise
O staff member
O student
O supervisor
O teaching assistant
O other (please specify)_____

14. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**
O I felt embarrassed
O I told a friend
O I avoided the person who harassed me
O I confronted the harasser at the time
O I ignored it
O I was angry
O I was afraid
O I left the situation immediately
O I didn't know who to go to
O I confronted the harasser later
O I made an official complaint to a campus employee/official
O I felt somehow responsible
O I didn't report it for fear of retaliation
O It didn't affect me at the time
O I sought support from counseling services
O I sought support from a faculty member
O I sought support from a staff member
O I did report it but it but my complaint was not taken seriously
O I didn't report it for fear that my complaint would not be taken seriously
O Other (please specify) _____

15. If you would like to elaborate on your personal experiences, please do so here.

16. Do you know someone who has been a victim of sexual assault on your campus?
O Yes
O No

17. Have you ever been a victim of sexual assault while on your campus?
O Yes
O No

18. Who was the offender(s)? **(Mark all that apply)**
    O Acquaintance
    O Administrator
    O Department chair
    O Co-worker
    O Faculty advisor
    O Faculty member
    O Friend
    O Partner/spouse
    O Person that I supervise
    O Staff member
    O Stranger
    O Student
    O Supervisor
    O Teaching assistant
    O Other (please specify)_____

19. Where did the incident(s) occur? **(Mark all that apply**)
    O Off-campus (please specify location_____)
    O On-campus (please specify location_____)

    O Other location (please specify)

20. Please describe your response to experiencing the incident(s). **(Mark all that apply)**
    O I sought support from off-campus hot-line/advocacy services
    O I told a friend
    O I told a family member
    O I sought support from a campus resource (e.g., Wellness Center)
    O I sought medical services
    O I contacted campus security
    O I contacted local law enforcement official
    O I contacted my Union
    O I reported the incident and it was ignored
    O I sought support from a staff person
    O I sought support from a faculty member
    O I sought support from a spiritual advisor (e.g., imam, pastor, priest, rabbi)
    O I sought support from student staff (e.g., resident assistant)
    O I sought information on-line
    O I did nothing
    O other (please specify) _____

21. If you did not report the sexual assault to a campus official or staff member please explain why you did not.

22. If you did report the sexual assault to a campus official or staff member, did you feel that it was responded to appropriately? If not, please explain why you felt that it was not.

Within the past year how often have you:

	Never	1-2 times	3-5 times	6-9 times	10 or more times	Not applicable
23. Feared for your physical safety due to						
Sexual identity						
Gender identity						
Gender expression						
Ally Status						
24. Avoided disclosing your _____to avoid intimidation.						
Sexual identity						
Gender identity						
Gender expression						
Ally Status						
25. Avoided disclosing your____due to a fear of negative consequences, harassment, or discrimination.						
Sexual identity						
Gender identity						
Gender expression						
Ally Status						
26. Believed that you have been denied University/College employment, advancement, or fair consideration in salary due to your_____.						
Sexual identity						
Gender identity						
Gender expression						
Ally Status						

Part II. Demographic Information

Your confidentiality will be kept to the degree permitted by the technology used (e.g., IP addresses will be stripped when the survey is submitted). In addition, the principal investigators will not report any group data for groups of fewer than 5 individuals that may be small enough to compromise identity. Instead, the groups will be combined to eliminate the possibility of identifying an individual.

27. What is your birth sex?
    O Male
    O Female
    O Intersex
    O Other (please specify) _____

28. What is your current gender identity?

    O Man
    O Woman
    O Transgender (please specify_____)
    O Other (please specify) _____

29. What is your current gender expression?

    O Masculine
    O Feminine
    O Other (please specify) _

30. What is your race/ethnicity? **(If you are of a multi-racial/multi-ethnic/multi-cultural identity, mark all that apply**)

    O African
    O African American/Black (not Hispanic)
    O Alaskan Native (please specify corporation___)
    O Asian (please specify_____)
    O Asian American
    O Southeast Asian (please specify_____)
    O South Asian (please specify_____)
    O Caribbean/West Indian (please specify_____)
    O Caucasian/White (not Latino(a)/Hispanic)
    O Latino(a)/Hispanic (please specify_____)
    O Latin American (please specify_____)
    O Middle Eastern (please specify_____)
    O Native American Indian (please specify Tribal affiliations_____)
    O Pacific Islander/Hawaiian Native
    O Other (please specify) _____

31.　Which term best describes your sexual identity?

O Asexual
O Bisexual
O Gay
O Genderqueer
O Heterosexual
O Lesbian
O Man loving Man
O Pansexual
O Queer
O Questioning
O Woman loving Woman
O Other (please specify) _____

32. What is your primary status on campus? **(Please mark only one)**
O Undergraduate Student
O Graduate Student
O Faculty
O Staff
O Administrator

33. Do you currently attend a 2-year or 4-year institution?
O Two-year
O Four-year

34. In what state is your institution?

35. What is your current campus? [insert drop down list of campuses by state here]

36. To whom are you most sexually attracted?
O Female
O Male
O Both male and female
O Uncertain
O Neither
O Other (please specify_____)

37.　**Undergraduate Students only:** What is your current status? **(Please mark only one)**
O First year student
O Second year student
O Third year student
O Fourth year student
O Other (please specify) _____

38.　**Graduate Students only:** What is your current status? **(Please mark only one)**
O Master degree candidate
O Doctoral degree candidate
O Other (please specify) _____

39. **Faculty only:** What is your current status? **(Please mark only one)**

   O Instructor
   O Adjunct
   O Assistant Professor
   O Associate Professor
   O Professor
   O Visiting Professor
   O Other (please specify) _____

40. **Staff only:** What is your current status? **(Please mark only one)**

   O Exempt
   O Non-exempt, non-union
   O Non-exempt, union
   O Other (please specify) _____

41. **Students only**: What is the highest level of education achieved by your parent(s)/legal guardian(s)?

Parent/Legal Guardian 1:
O No high school
O Some high School
O High school diploma/GED
O Some college
O Business/Technical certificate/degree
O Associates degree
O Bachelors degree
O Some graduate work
O Masters degree
O Doctoral degree
O Other professional degree
O Unknown
O Not applicable

Parent/Legal Guardian 2:
O No high school
O Some high School
O High school diploma/GED
O Some college
O Business/Technical certificate/degree
O Associates degree
O Bachelors degree
O Some graduate work
O Masters degree
O Doctoral degree
O Other professional degree
O Unknown
O Not applicable

42. **Staff only:** What is your highest completed level of education?
   O Did not complete high school
   O Completed high school
   O Some college
   O Some graduate work
   O Associates degree
   O Bachelors degree
   O Masters degree
   O Doctoral degree/Terminal Professional degree
   O Business /Technical certificate/degree
   O Other professional degree

43. **Faculty/Staff only:** With which academic department/work unit/program are you primarily affiliated at this time?

O Admissions/Financial Aid
O Agriculture
O Auxiliary Services
O Business
O Communications
O Education
O Engineering
O Fine & Performing Arts
O External Relations
O Health
O Humanities
O Human Resources
O Libraries
O Liberal Arts
O Mathematics
O Physical Education, Athletics, and/or Recreation
O President/Chancellor/Provost Office
O Registrar/Bursar
O Science
O Social Sciences
O Student Affairs
O Other (please specify_____)

44. Students only: What is your academic major? **(Mark all that apply)**

O Undeclared
O Agriculture
O Business
O Communications
O Education
O Engineering
O Fine and Performing Arts
O Health
O Humanities
O Liberal Arts
O Library Science
O Mathematics
O Physical Education, Athletics, and/or Recreation
O Physical Sciences
O Social Sciences
O Other (please specify_____)

45. During the academic year, are you:
   O Part time
   O Full time
   O Other, please specify _____

46. Do you have a disability (physical, learning, psychological) that substantially affects a major life activity?

   O Yes   O No

47. What is your disability? **(Mark all that apply)**
   O Physical condition
   O Learning disability (e.g., dyslexia)
   O Psychological condition (e.g., depression, anxiety, bi-polar, PTSD)

48. What is your citizenship status?
   O U.S. citizen
   O U.S. citizen – naturalized
   O Dual citizenship
   O Permanent resident (immigrant)
   O Permanent resident (refugee)
   O International (F-1, J-1, H, A, L, or G visas)
   O Other (please specify_____)

49. What is your religious or spiritual affiliation?

O Animist
O Anabaptist
O Agnostic
O Atheist
O Baha'i
O Baptist
O Buddhist
O Christian Orthodox
O Confucianist
O Druid
O Evangelical/Non-denominational Christian
O Episcopalian
O Hindu
O Jehovah's Witness
O Jewish
O Latter Day Saints (Mormon)
O Lutheran
O Mennonite
O Methodist
O Moravian
O Muslim
O Native American Traditional Practitioner or Ceremonial
O Pagan
O Pentecostal
O Presbyterian
O Quaker
O Roman Catholic
O Seventh Day Adventist
O Shamanist
O Shinto
O Sikh
O Taoist
O Unitarian Universalist
O United Church of Christ
O Wiccan
O Zoroastrian
O Spiritual, but no religious affiliation
O No affiliation
O Other (please specify) _____

50. **Faculty/Staff only:** How long have you been employed at your current institution?
O less than 2 years
O 2-4 years
O 5-10 years
O 11-15 years
O 16-20 years
O 21-30 years
O 31+ years

51. **Students only:** Are you currently dependent (family/guardian is assisting with your living/educational expenses) or independent (you are the sole provider for your living/educational expenses)
    O Dependent
    O Independent

52. **Students only:** What is your *best estimate* of your family's yearly income (if partnered, married, or a dependent student) or your yearly income (if single or an independent student)?
    O $24,999 or below
    O $25,000 - $49,999
    O $50,000 - $74,999
    O $75,000- $99,999
    O $100,000 - $125,999
    O $126,000 - $149,999
    O $150,000 - $174,999
    O $175,000 - $199,999
    O $200,000 - $225,999
    O $226,000-$249,999
    O $250,000 and above

53. **Students only:** If you are a student, where do you live?
    O Residence hall
    O Fraternity/sorority housing
    O Off campus – independent or with roommate(s)
    O Off campus – with partner or spouse
    O Off campus – with parent(s)/family/relative(s)

54. **Students only**: What is your cumulative grade point average (GPA)?
    O 3.5 or higher
    O 3.0-3.4
    O 2.5-2.9
    O 2.0-2.4
    O 1.9 or lower

55. Place yourself on the following continuum with 5 being out to all of your **friends** as an LGBTQQ person or as a straight ally, 4 being out to most of your friends, 3 being out to some friends, 2 being out to only a few close friends, and 1 being not out at all.

1	2	3	4	5
O----------------O-----------------O-----------------O-----------------O				

56. Place yourself on the following continuum with 5 being out to **your immediate family (e.g. parents/guardians and siblings)** as an LGBTQQ person or as a straight ally, 4 being out most of your family, 3 being out to some family members, 2 being out to only a few family members, and 1 being not out at all.

1	2	3	4	5
O----------------O-----------------O-----------------O-----------------O				

57. Place yourself on the following continuum with 5 being out to **your extended family (e.g. grandparents, aunts, uncles, and cousins)** as an LGBTQQ person or as a straight ally, 4 being out most of your family, 3 being out to some family members, 2 being out to only a few family members, and 1 being not out at all.

```
      1                2                3                4                5
      O----------------O----------------O----------------O----------------O
```
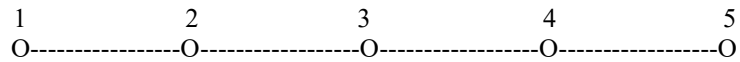
58. Place yourself on the following continuum with 5 being out to everyone **professionally** as an LGBTQQ person or as a straight ally, 4 being out to most colleagues, 3 being out to some colleagues, 2 being out to a few colleagues, and 1 being not out at all.

```
      1                2                3                4                5
      O----------------O----------------O----------------O----------------O
```
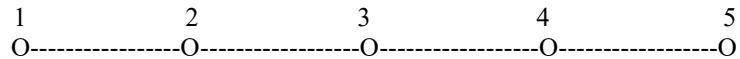
Part III. Perceptions of Campus Climate LGBTQQ People

59. **Within the past year, have you observed or personally been made aware of any** conduct directed toward a person or group of people on campus that you believe has created an exclusionary (e.g., shunned, ignored), intimidating, offensive and/or or hostile (harassing) working or learning environment?

O Yes   O No

60. What do you believe this conduct was based upon? (**Mark all that apply**)
    O Age
    O Country of origin
    O Educational level
    O English language proficiency/accent
    O Ethnicity
    O Gender
    O Gender expression
    O Immigrant status
    O Learning disability (e.g., dyslexia)
    O Military/veteran status
    O Parental status (e.g., having children)
    O Psychological disability (e.g., depression, anxiety, bi-polar, PTSD)
    O Physical characteristics
    O Physical disability
    O Political views
    O Race
    O Religious/spiritual views
    O Sexual identity
    O Socioeconomic status
    O Institutional status
    O Other (please specify)_____

61. What was the conduct? (**Mark all that apply**)

    O Racial/ethnic profiling
    O Graffiti (e.g., event advertisements removed or defaced)
    O Derogatory remarks (e.g., "that's so gay", "I got Jewed down", "she's/he's such a_____")
    O Physical violence
    O Persons singled out as the "resident authority" due to their identity
    O Derogatory written comments
    O Derogatory phone calls
    O Threats of physical violence
    O Derogatory/unsolicited e-mails
    O Persons receiving poor performance evaluations
    O Persons deliberately ignored or excluded
    O Persons intimidated/bullied
    O Persons isolated or left out when work was required in groups
    O Persons fearing for their physical safety
    O Persons fearing for their family's safety
    O Students feared getting a poor grade because of a hostile classroom environment
    O Persons being stared at
    O Persons assuming students were admitted or employees were hired due to their identity
    O other (please specify)_____

62. Where did this conduct occur? **(Mark all that apply)**
O In a class
O While working at a campus job
O While walking on campus
O In campus housing
O In off-campus housing
O In a campus dining facility
O In a campus office
O At a campus event
O In a faculty office
O In a public space on campus
O In a meeting with one other person
O In a meeting with a group of people
O In athletic facilities
O Off campus
O Other (please specify)_____

63. Who was the source of this conduct? **(Mark all that apply)**
O administrator
O campus media (posters, brochures, flyers, handouts, web sites, etc.)
O campus security
O campus visitor(s)
O colleague
O community member
O department chair
O don't know source
O faculty advisor
O faculty member
O person that I supervise
O staff member
O student
O supervisor
O teaching assistant
O other (please specify)_____

64. Please describe your reactions to experiencing this conduct. **(Mark all that apply)**
O I felt embarrassed
O I told a friend
O I avoided the person who harassed me
O I confronted the harasser at the time
O I ignored it
O I was angry
O I was afraid
O I left the situation immediately
O I didn't know who to go to
O I confronted the harasser later
O I made an official complaint to a campus employee/official
O I felt somehow responsible
O I didn't report it for fear of retaliation
O It didn't affect me at the time
O I sought support from counseling services
O I sought support from a faculty member
O I sought support from a staff member
O I did report it but it but my complaint was not taken seriously
O I didn't report it for fear that my complaint would not be taken seriously
O Other (please specify) _____

65. If you would like to elaborate on your observations, please do so here.

66. Within the past year how often have you observed the following on your campus?

	Never	1-2 times	3-5 times	6-9 times	More than 10 times
Men who are not heterosexual harassed due to their sexual identity	O	O	O	O	O
Women who are not heterosexual harassed due to their sexual identity	O	O	O	O	O
Men who are bisexual harassed due to their sexual identity	O	O	O	O	O
Women who are bisexual harassed due to their sexual identity	O	O	O	O	O
People who are gender variant harassed due to their gender identity	O	O	O	O	O
People who are gender variant harassed due to their gender expression	O	O	O	O	O

67. If you would like to elaborate on your observations in questions 66, please do so in the text box below.

68. Related to real or perceived sexual identity or gender identity/expression, use the following scale to rank how safe you feel at the following locations.

1 = very safe
2 = I feel safe, but a negative incident did occur
3 = I do not feel safe, but nothing has happened to me or anyone I know there.
4 = I do not feel safe because I, or someone I know experienced harassment or maltreatment there.
5 = Not applicable as I do not spend time at this location.

Residence Halls	O	O	O	O	O
Athletic/Recreation Facilities	O	O	O	O	O
Campus Counseling Services	O	O	O	O	O
Career Services	O	O	O	O	O
Classroom Buildings	O	O	O	O	O
Faith-based organizations	O	O	O	O	O
Financial Aid Office	O	O	O	O	O
Fraternity/Sorority Housing	O	O	O	O	O
Health Center	O	O	O	O	O
Library	O	O	O	O	O
Lesbian, Gay, Bisexual, Transgender (LGBT) Center	O	O	O	O	O
Multicultural Organizations	O	O	O	O	O
Office for Students with Disabilities	O	O	O	O	O
Student clubs/organizations	O	O	O	O	O
Student Union	O	O	O	O	O
Other (please specify)_____	O	O	O	O	O

_____

69. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions:
(Note: As an example, for the first item, "friendly—hostile," 1=very friendly, 2=somewhat friendly, 3=neither friendly nor hostile, 4=somewhat hostile, and 5=very hostile)

friendly	1…….2…….3…….4…….5	hostile
concerned	1…….2…….3…….4…….5	indifferent
cooperative	1…….2…….3…….4…….5	uncooperative
improving	1…….2…….3…….4…….5	regressing
welcoming	1…….2…….3…….4…….5	not welcoming
respectful	1…….2…….3…….4…….5	disrespectful
accessible to persons with disabilities	1…….2…….3…….4…….5	inaccessible to persons with disabilities
positive for people who identify as lesbian, gay, bisexual, or transgender	1…….2…….3…….4…….5	negative for people who identify as lesbian, gay, bisexual, or transgender
positive for people of Jewish heritage	1…….2…….3…….4…….5	negative for people of Jewish heritage
positive for people of Islamic faith	1…….2…….3…….4…….5	negative for people of Islamic faith
positive for people who practice other than the Christian faith	1…….2…….3…….4…….5	negative for people who practice other than the Christian faith
positive for people who practice the Christian faith	1…….2…….3…….4…….5	negative for people who practice the Christian faith
positive for non-native English speakers	1…….2…….3…….4…….5	negative for non-native English speakers
positive for people who are immigrants	1…….2…….3…….4…….5	negative for people who are immigrants
positive for international people	1…….2…….3…….4…….5	negative for international people
positive for people who are raising children	1…….2…….3…….4…….5	negative for people who are raising children
positive for people of high socioeconomic status	1…….2…….3…….4…….5	negative for people of high socioeconomic status
positive for people of low socioeconomic status	1…….2…….3…….4…….5	negative for people of low socioeconomic status
positive for adult learners	1…….2…….3…….4…….5	negative for adult learners

70. Using a scale of 1-5, please rate the overall climate on campus on the following dimensions:
(Note: As an example, for the second item, 1= completely free of racism, 2=mostly free of racism 3=occasionally encounter racism; 4= regularly encounter racism; 5=constantly encounter racism)

Not ablest	1……2……3……4……5	ablest
Not racist	1……2……3……4……5	racist
Not sexist	1……2……3……4……5	sexist
Not homophobic	1……2……3……4……5	homophobic
Not age biased	1……2……3……4……5	age biased
Not classist (socioeconomic status)	1……2……3……4……5	classist (socioeconomic) status)
Not classist (institutional status)	1……2……3……4……5	classist (institutional status)

71. **Students only:** The climate of the classes I have taken is accepting of people who are:

	Strongly Agree	Agree	Do Not Agree nor Disagree	Disagree	Strongly Disagree
Women who are Gay/Lesbian/Bisexual/Queer	O	O	O	O	O
Men who are Gay/Bisexual/Queer	O	O	O	O	O
People who are Gender Variant	O	O	O	O	O

72. **Faculty/Staff only**: The climate of the University/College jobsite where I work is accepting of people who are:

	Strongly Agree	Agree	Do Not Agree nor Disagree	Disagree	Strongly Disagree
Women who are Gay/Lesbian/Bisexual/Queer	O	O	O	O	O
Men who are Gay/Bisexual/Queer	O	O	O	O	O
People who are Gender Variant	O	O	O	O	O

73. **Students only:** Please indicate your level of agreement to the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
I feel valued by faculty in the classroom.	O	O	O	O	O	O
I feel valued by other students in the classroom.	O	O	O	O	O	O
I think faculty are genuinely concerned with my welfare.	O	O	O	O	O	O
I think other students are genuinely concerned with my welfare.	O	O	O	O	O	O
I think that staff are genuinely concerned with my welfare.	O	O	O	O	O	O
I think administrators are genuinely concerned with my welfare.	O	O	O	O	O	O
I think faculty pre-judge my abilities based on my identity/background.	O	O	O	O	O	O
I perceive tensions in classroom discussions regarding LGBTQQ issues	O	O	O	O	O	O
I believe the campus climate encourages free and open discussion of LGBTQQ topics.	O	O	O	O	O	O

74. **Faculty only:** Please indicate your level of agreement to the following statements:

	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree	Don't Know
I feel valued by colleagues in my department	O	O	O	O	O	O
I feel valued by students in the classroom.	O	O	O	O	O	O
I think administrators are genuinely concerned with my welfare.	O	O	O	O	O	O
I think other faculty pre-judge my abilities based on my identity/background.	O	O	O	O	O	O
I perceive tensions in my classroom discussions regarding LGBTQQ issues	O	O	O	O	O	O
I believe the campus climate encourages free and open discussion of LGBTQQ topics.	O	O	O	O	O	O

75. **Staff only:** Please indicate your level of agreement to the following statements:

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not applicable
I feel valued by staff colleagues in my department.	O	O	O	O	O
I feel valued by faculty in my department.	O	O	O	O	O
I feel valued by students on campus					
I feel valued by my direct supervisor.	O	O	O	O	O
I think other faculty pre-judge my abilities based on my identity/background.	O	O	O	O	O
I perceive tensions in my department when LGBTQQ issues are discussed.	O	O	O	O	O
I believe the campus climate encourages free and open discussion of LGBTQQ topics.	O	O	O	O	O

Curricular Issues

76. In your classes, how often are any of the following included and in what discipline (e.g., English, History, Science)?

	Often	Sometimes	Once	Never	Discipline, please specify _____
Authors identified as woman loving woman	1	2	3	4	
Inclusion of lesbian issues in class lectures	1	2	3	4	
Readings about lesbian issues	1	2	3	4	
Presentations by lesbian guest speakers	1	2	3	4	
Authors identified as man loving man	1	2	3	4	
Inclusion of gay male issues in class lectures	1	2	3	4	
Readings about gay male issues	1	2	3	4	
Presentations by gay male guest speakers	1	2	3	4	
Authors identified as bisexual	1	2	3	4	
Inclusion of bisexual issues in class lectures	1	2	3	4	
Readings about bisexual issues	1	2	3	4	
Presentations by bisexual guest speakers	1	2	3	4	
Authors identified as gender variant	1	2	3	4	
Inclusion of gender variant issues in class lectures	1	2	3	4	
Readings about gender variant issues	1	2	3	4	
Presentations by gender variant guest speakers	1	2	3	4	
Readings about homophobia/heterosexism	1	2	3	4	
Non-heterosexist language (e.g., using same-sex couples in examples)	1	2	3	4	

77. How many openly LGBTQQ professors and/or staff members do you know on campus?
    O None
    O 1-2
    O 3-5
    O 6-8
    O 9-11
    O 12 +

78. How many openly LGBTQQ students do you know on campus?
    O None
    O 1-2
    O 3-5
    O 6-8
    O 9-11
    O 12 +

79. My school's general education requirements represent the contributions of people who are LGBTQ.

    O Strongly agree   O Agree   O Disagree   O Strongly disagree   O Don't know

80. My departmental curriculum represents the contributions of people who are LGBTQ.

    O Strongly agree   O Agree   O Disagree   O Strongly disagree   O Don't know

81. The University/College provides adequate resources on LGBTQQ issues and concerns.

    O Strongly agree   O Agree   O Disagree   O Strongly disagree   O Don't know

Part IV. Campus Responses

82. There is leadership on my campus that visibly supports sexual identity issues and concerns:

	Strongly Agree	Agree	Do Not Agree nor Disagree	Disagree	Strongly Disagree	Not applicable
Central Administration	O	O	O	O	O	O
My academic dean/unit head	O	O	O	O	O	O
My department head/direct supervisor	O	O	O	O	O	O
Faculty in my department	O	O	O	O	O	O
Student Government	O	O	O	O	O	O
Staff in my department	O	O	O	O	O	O

83. There is leadership on my campus that visibly supports gender identity/gender expression issues and concerns:

	Strongly Agree	Agree	Do Not Agree nor Disagree	Disagree	Strongly Disagree	Not applicable
Central Administration	O	O	O	O	O	O
My academic dean/unit head	O	O	O	O	O	O
My department head/direct supervisor	O	O	O	O	O	O
Faculty in my department	O	O	O	O	O	O
Student Government	O	O	O	O	O	O
Staff in my department	O	O	O	O	O	O

84. The University/College positively responds to incidents of LGBTQQ **harassment**.

    O Strongly agree   O Agree   O Disagree   O Strongly disagree   O Don't know

85. The University/College positively responds to incidents of LGBTQQ **discrimination**.

    O Strongly agree   O Agree   O Disagree   O Strongly disagree   O Don't know

86. The University/College provides equitable support for LGBTQQ faculty/staff and their partners as is provided for heterosexual faculty and staff and their partners for the following benefits and services.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
Dental	O	O	O	O	O
Child-care services	O	O	O	O	O
Employee discounts	O	O	O	O	O
Health care benefits	O	O	O	O	O
Partner hiring assistance	O	O	O	O	O
Relocation/Travel assistance	O	O	O	O	O
Retiree health care benefits	O	O	O	O	O
Sick or bereavement leave	O	O	O	O	O
Supplemental life insurance	O	O	O	O	O
Survivor benefits for the partner in the event of the employee's death	O	O	O	O	O
Tuition remission for partner/dependents	O	O	O	O	O
Use of campus facilities/privileges (e.g., library, recreational facilities)	O	O	O	O	O

87. If you wish to elaborate on your response regarding equitable benefits and services, please do so in the text box below.

88. The following are a list of LGBTQA support activities, events, or organizations.
    Please rank the importance of each using the following scale.

	Very important	Moderately important	Not important	Not offered at my campus
Bisexual/Fluid group	O	O	O	O
Career programs focusing on LGBT issues	O	O	O	O
Educational LGBT workshops including Safe Zone	O	O	O	O
LGBT alumni events	O	O	O	O
LGBT counseling/ support groups	O	O	O	O
LGBT faculty and staff group	O	O	O	O
LGBT-focused sexuality workshops	O	O	O	O
LGBT-focused health and wellness education workshops	O	O	O	O
LGBT-focused leadership training	O	O	O	O
LGBT-focused websites	O	O	O	O
LGBT-focused listservs	O	O	O	O
LGBT graduation events (e.g., Lavender graduation)	O	O	O	O
LGBT graduate student group	O	O	O	O
LGBT lending library	O	O	O	O
LGBT peer educators				
LGBT People of Color groups	O	O	O	O
LGBT Mentor Program	O	O	O	O
LGBT-themed educational lectures	O	O	O	O
LGBT-themed housing	O	O	O	O
LGBT-themed social events	O	O	O	O
LGBT-themed events in the residence halls	O	O	O	O
LGBT sub-committee for student health	O	O	O	O
LGBT undergraduate student group(s)	O	O	O	O
On-line Coming Out Support Group	O	O	O	O
Political/Social Awareness events	O	O	O	O
Programming for Allies	O	O	O	O
Topical discussions on LGBT-related issues	O	O	O	O
Social group for LBTQ Women	O	O	O	O
Social group for GBTQ Men	O	O	O	O
Transgender group	O	O	O	O

89. During the past year how often have you:

	Never	1-2 Times	3-5 Times	6-9 Times	More Than 10 Times	Not Applicable
Walked into the Office of LGBTQQ Student Services	O	O	O	O	O	O
Made telephone, instant message, or e-mail contact with LGBTQQ Office staff	O	O	O	O	O	O
Attended a meeting of an LGBTQQ organization on campus	O	O	O	O	O	O
Attended an LGBTQQ or Allies-focused event or program	O	O	O	O	O	O
Read e-mail updates from LGBTQQ Student Services	O	O	O	O	O	O
Visited the LGBTQQ Student Services web site	O	O	O	O	O	O
Used the LGBTQQ Student Services library and lounge	O	O	O	O	O	O
Requested resources/referrals from LGBTQQ Student Services	O	O	O	O	O	O

Part V. Additional Thoughts…

Please answer the following questions about particular aspects of the climate at your institution. Please respond to these questions in regards to how they are impacted by one's gender expression/gender identity and/or one's actual/perceived sexual identity.

90. Which campus offices, facilities, programs, and organizations **positively or negatively** contributed to the climate for the LGBTQQ community? How?

91. What could your campus do to improve the climate for people who are LGBTQQ?

92. If your campus has an LGBTQQ office/resource center, do you feel the Office/Center serves your needs and interests? Why or why not?

93. Do you think your campus is responsive and sensitive to the health and mental health issues of people who are LGBTQQ? Why or why not?

94. During your time at your institution, has the climate for people who are LGBTQQ people improved, stayed the same, or deteriorated? In what ways?

95. Would you recommend your institution to an LGBTQ prospective student, faculty, or staff? Why or why not?

96. This survey has raised a large number of issues. If you would like to offer any additional thoughts please use the space below. Thank you.

**THANK YOU FOR YOUR PARTICIPATION
IN THIS SURVEY**

Campus Pride appreciates your support in completing the National LGBT College Climate Survey. The information gained in this project will be invaluable in providing better services for LGBT people and in creating safer, more inclusive campus communities at colleges and universities across the United States.

As a way to thank you for your participation, you may enter a prize drawing to win a **2009-2010 CRUISE FOR TWO ABOARD RSVP VACATIONS!** Your entry into the drawing is voluntary and not in any way attached to your responses on the survey.

If you wish to enter the drawing please click the link below: [insert link here]

APPENDIX B

DIF Results based on sexual identity of respondents

```
INPUT: 253 PERSON  25 ITEM  REPORTED: 253 PERSON  25 ITEM  103 CATS MINISTEP 4.1.0
```

DIF class/group specification is: DIF= Sexual Identity

COUNT	T.SCORE	MEASURE	S.E.	COUNT	T.SCORE	MEASURE	S.E.	COUNT	T.SCORE	MEASURE	S.E.	ENTRY	LABEL
* ALL PERSON ON ITEM				LGBTQ PERSON CLASS/GROUP				non-LGBTQ PERSON CLASS/GROUP				ITEM	
252	369	.95	.48	207	115	.86	.10	45	2	2.66	.71	1	Q66_A_1
252	337	1.51	.71	207	83	1.42	.12	45	2	2.84	.71	2	Q66_A_2
70	91	.60	.71	53	17	.68	.24	17	4	.20	.49	3	Q68_A_1
159	196	1.02	.49	134	34	1.04	.16	25	3	.61	.49	4	Q68_A_3
229	346	.68	.49	192	113	.65	.10	37	4	1.23	.48	5	Q68_A_5
111	244	-.51	.48	93	131	-.61	.12	18	2	.79	.62	6	Q68_A_6
116	152	.70	.62	97	36	.66	.16	19	0	1.85	1.71	7	Q68_A_9
122	138	1.29	1.71	106	14	1.36	.23	16	2	.37	.60	8	Q68_A_11
131	163	1.20	.60	104	32	1.11	.18	27	0	3.22	1.81	9	Q68_A_12
169	250	.70	1.81	143	79	.66	.12	26	2	1.27	.63	10	Q68_A_14
205	337	.77	.63	165	111	.81	.14	40	21	.54	.31	11	Q69_A_1
203	346	.46	.31	165	123	.52	.12	38	20	.14	.29	12	Q69_A_5
182	363	-.21	.29	146	157	-.21	.12	36	24	-.16	.27	13	Q69_A_8
251	676	-.63	.27	206	374	-.63	.08	45	51	-.58	.19	14	Q70_A_4
127	225	.44	.19	109	90	.41	.15	18	8	.64	.45	15	Q71_A_1
125	233	.14	.45	107	100	.09	.15	18	8	.51	.45	16	Q71_A_2
175	488	-1.56	.45	142	253	-1.37	.11	33	60	-2.41	.25	17	Q73-74-75_7
187	445	-.84	.25	161	210	-.62	.10	26	48	-2.22	.25	18	Q73-74-75_8
204	496	-.97	.25	173	263	-.95	.10	31	29	-1.16	.25	19	Q73-74-75_9
176	490	-1.57	.25	157	291	-1.57	.11	19	23	-1.41	.33	20	Q79
130	355	-1.44	.33	119	215	-1.51	.13	11	10	-.60	.48	21	Q80
211	554	-1.26	.48	182	313	-1.26	.10	29	30	-1.13	.27	22	Q81
168	399	-.72	.27	142	206	-.72	.12	26	25	-.81	.29	23	Q82_A_1
145	302	-.35	.29	125	151	-.44	.12	20	6	.64	.48	24	Q84
148	315	-.39	.48	128	161	-.47	.12	20	6	.50	.48	25	Q85

DIF Results based on sex at birth of respondents

DIF class/group specification is: DIF= Sex at Birth (male or female)

COUNT	T.SCORE	MEASURE	S.E.	COUNT	T.SCORE	MEASURE	S.E.	COUNT	T.SCORE	MEASURE	S.E.	COUNT	T.SCORE	MEASURE	S.E.	ENTRY	LABEL
* ALL PERSON ON ITEM				PERSON CLASS/GROUP				Female PERSON CLASS/GROUP				Male PERSON CLASS/GROUP				ITEM	
252	369	.95	.19	3	1	1.98	1.05	145	73	.91	.13	104	43	.98	.16	1	Q66_A_1
252	337	1.51	.16	3	3	.88	.65	145	52	1.51	.15	104	30	1.56	.20	2	Q66_A_2
70	91	.60	.20	1	2	.22	1.00	39	11	.78	.31	30	8	.41	.33	3	Q68_A_1
159	196	1.02	.33	0	0	1.02	.00	86	24	.88	.19	73	13	1.22	.25	4	Q68_A_3
229	346	.68	.25	3	2	1.13	.73	128	72	.62	.13	98	43	.75	.16	5	Q68_A_5
111	244	-.51	.16	1	3	-1.42	1.74	62	70	-.40	.15	48	60	-.63	.17	6	Q68_A_6
116	152	.70	.17	1	2	.29	.90	68	28	.46	.18	47	6	1.26	.35	7	Q68_A_9
122	138	1.29	.35	2	1	1.29	.85	69	12	1.16	.25	51	3	1.64	.51	8	Q68_A_11
131	163	1.20	.51	0	0	1.20	.00	77	14	1.38	.26	54	18	1.00	.25	9	Q68_A_12
169	250	.70	.25	2	3	.43	.71	96	44	.76	.16	71	34	.62	.18	10	Q68_A_14
205	337	.77	.18	3	2	1.79	1.02	116	80	.67	.16	86	50	.86	.20	11	Q69_A_1
203	346	.46	.20	2	1	1.65	1.22	118	92	.35	.14	83	50	.61	.19	12	Q69_A_5
182	363	-.21	.19	2	4	-.61	.91	103	106	-.28	.15	77	71	-.10	.17	13	Q69_A_8
251	676	-.63	.17	3	8	-.84	.64	145	257	-.68	.10	103	160	-.55	.12	14	Q70_A_4
127	225	.44	.12	1	2	-1.01	1.29	68	60	.30	.19	58	36	.66	.23	15	Q71_A_1
125	233	.14	.23	1	1	.68	1.46	65	58	.20	.19	59	49	.05	.20	16	Q71_A_2
175	488	-1.56	.20	2	3	-.24	.86	103	184	-1.49	.13	70	126	-1.72	.16	17	Q73-74-75_7
187	445	-.84	.16	2	1	1.82	1.16	105	135	-.68	.12	80	122	-1.11	.14	18	Q73-74-75_8
204	496	-.97	.14	2	6	-2.48	1.78	121	176	-.97	.12	81	110	-.93	.14	19	Q73-74-75_9
176	490	-1.57	.14	2	5	-2.14	1.08	106	179	-1.39	.13	68	130	-1.82	.17	20	Q79
130	355	-1.44	.17	2	5	-2.32	1.12	79	134	-1.32	.16	49	86	-1.60	.20	21	Q80
211	554	-1.26	.20	3	8	-2.42	1.07	117	193	-1.24	.13	91	142	-1.26	.14	22	Q81
168	399	-.72	.14	2	4	-.88	.98	101	142	-.72	.14	65	85	-.69	.17	23	Q82_A_1
145	302	-.35	.17	2	3	-.44	.88	81	89	-.39	.16	62	65	-.31	.18	24	Q84
148	315	-.39	.18	2	3	-.44	.89	84	99	-.47	.16	62	65	-.29	.19	25	Q85

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PROFESSIONAL MEMBERSHIPS

Society for Research Administration International
Association for Institutional Research, committee member
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PRESENTATIONS

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